

1 Instructional Practice for Kindergarten through Grade Five

2 As described in the Introduction, in addition to providing history-social science
3 content, teachers must emphasize disciplinary and literacy practices –
4 investigation, close reading, analysis of evidence, and argumentative writing. The
5 Historical and Social Science Analysis Skill Standards, the Common Core State
6 Standards for English Language Arts and Literacy in History/Social Studies (CA
7 CCSS for ELA/Literacy), and the California English Language Development
8 Standards (CA ELD Standards) guide these practices in history-social science.
9 Educators may also want to consider the College, Career, and Civic Life (C3)
10 Framework, published in 2013 by the National Council for the Social Studies. All
11 of these resources emphasize the need for students to think, read, and write in a
12 discipline-specific way. The skills noted below are to be learned through, and
13 applied to, the content covered in kindergarten through grade five. They are also
14 to be assessed with the content in these grades.

15

16 Disciplinary Thinking and Analysis Skills

17 The Historical and Social Science Analysis Skills and the C3 Framework
18 address the intellectual skills students should learn and apply when engaged in
19 inquiry (utilizing the individual tools of each discipline to investigate a significant
20 question and marshal relevant evidence in support of their own interpretations) in

21 history-social science courses in kindergarten through grade five. The skills
22 described below are organized by one of the four main social science disciplines:
23 civics/government, economics, geography, and history. However, across all of
24 the disciplines students should understand and frame questions of disciplinary
25 significance that can be answered by research and study.

26 *Civics and Government*

27 When studying civics, students explore how people participate in the
28 governing of society. In elementary school, students begin by examining the roles
29 and responsibilities of people in their immediate community and grow to
30 understand the roles and responsibilities of government at different levels, in
31 different branches, and in different times and places. They also begin to
32 understand how all people in a community or society participate in a democracy.
33 Students explain the need and purposes, who makes and enforces, and how
34 people can change and improve rules and laws in school, their community, their
35 state, and their nation. Students begin to understand and apply civic virtues, and
36 democratic principles such as equality, fairness, and respect for legitimate
37 authority and rules. They identify how these principles guide government and
38 communities and how people and governments can work together to address
39 public issues and problems. They learn how to participate effectively in
40 discussions and use deliberative processes when making decisions as a group.
41 Additionally, students compare their own point of view with others' perspectives
42 and how beliefs, experiences, perspectives, and values contribute to these
43 perspectives.

44 These civics-related activities can be woven into a variety of classroom
45 content areas:
46 1. Students identify and explain the origins and purposes of rules, laws, and
47 key U.S. Constitutional provisions and the role they play in addressing
48 public problems and issues.
49 2. Students use deliberative discussion when making decisions or reaching
50 judgments as a group.
51 3. Students construct arguments and positions on issues using reasoning
52 and evidence from multiple sources.
53 4. Students identify and describe ways to take action individually and in
54 groups to address problems and issues.

55 *Economics*
56 In order to make effective economic decisions, students need to understand
57 how individuals, businesses, governments, and societies use human, physical,
58 and natural resources. In elementary school students begin to understand how
59 people make economic choices based both on incentives and resource scarcity
60 and the costs and benefits of those individual choices. They learn that cost-
61 benefit analysis includes setting goals and identifying the resources that can be
62 used to accomplish those goals, finding alternative ways to use the resources to
63 achieve the goals, evaluating the advantages and disadvantages of the
64 alternatives, selecting one alternative as the choice, and recognizing the best
65 alternative not selected as the opportunity foregone or the opportunity cost. They
66 also learn about capitalism and begin to learn about the relationship between

67 income, jobs, and the human capital required to do different jobs. They learn
68 about different resources needed to produce goods and services, how both the
69 resources and products vary in different communities, and how these differences
70 lead to specialization, trade, markets, and growing interdependence at the local,
71 national, and international levels. **Students begin to develop an understanding of**
72 **the workings of markets and the roles of buyers and sellers in determining prices.**

73 In terms of personal finance, **students learn to evaluate barter and monetary**
74 **exchange**, how people earn incomes, why people save and invest, and the role
75 of banks and other financial institutions in the economy. **Students recognize**
76 **entrepreneurs of long ago and entrepreneurs in today's economy.**

77 *Geography*

78 In studying geography, students explore local characteristics of places and
79 learn about how places connect to each other. Elementary-school students'
80 geographic reasoning skills include using maps and globe skills to describe
81 environmental and cultural features of places and the relationships and
82 interactions between them. Students learn to construct maps and visual
83 representations of familiar and unfamiliar places. Students also explain the
84 relationship and interdependence of human activities and the environment, and
85 how these relationships affect the distribution and movement of people, goods,
86 and ideas. Additionally, students should explain how weather, climate, other
87 environmental characteristics, as well as human-made and natural catastrophic
88 disasters, affect people's lives in a place or region.

89 *History*

90 Historical thinking is a process of chronological reasoning, which means
91 wrestling with issues of causality, connections, significance, perspectives, and
92 context with the goal of developing credible arguments about the past based on
93 reasoned interpretation of evidence from a variety of primary and secondary
94 sources in diverse media formats. In elementary school, students begin to
95 understand key concepts such as past, present, future, decade, century,
96 generation, and memory. They learn how present is connected to the past,
97 identifying both similarities and differences between the two, and how some
98 things change over time and some things stay the same. They create and use a
99 chronological sequence of related events to compare developments and
100 recognize change over time. Students pose and answer relevant questions about
101 events they encounter in historical documents, eyewitness accounts, oral
102 histories, letters, diaries, artifacts, photographs, maps, artworks, and
103 architecture, differentiating between primary and secondary sources. They learn
104 to identify key details about historical sources including the maker, date, place of
105 origin, intended audience, agenda, and purpose to determine how useful the
106 source is for addressing historical questions. Students begin to understand
107 perspective, how the place and time (context) affect perspective, why
108 perspectives differ even during the same historical period, and how perspective
109 shaped the historical sources they created. Students explain probable causes
110 and effects of events and developments. Finally students make claims about the
111 past based on evidence from historical sources.

112

113 **Literacy Skills**

114 The kindergarten through grade five (K–5) CA CCSS for ELA/Literacy and the
115 CA ELD Standards recognize the role that the literacy instruction plays across
116 the curricula. They include expectations for reading, writing, speaking, listening,
117 and language applicable to across the curriculum, including in history-social
118 science. A single K–5 section lists these literacy standards, reflecting the fact that
119 most or all of the instruction students in these grades receive comes from one
120 teacher. For example, teaching California history requires teachers to
121 simultaneously address the history–social science content standards for grade
122 four as well as the CA CCSS for ELA/Literacy.

123 Through the literacy instruction, students acquire knowledge and inquiry skills
124 in history–social science. They read to gain, modify, or extend knowledge or to
125 learn different perspectives. They write to express their understandings of new
126 concepts under exploration and also to refine and consolidate their
127 understanding of concepts. They engage in discussion to clarify points; ask
128 questions; summarize what they have heard, viewed, read, or otherwise
129 experienced; explain their opinions; and as they collaboratively work on projects,
130 hands on investigations, and presentations. They acquire language for new
131 concepts through reading and listening and use this language in speaking and
132 writing. As the literacy instruction is employed in the content areas, skills in
133 reading, writing, speaking and listening, and language themselves are further
134 developed in a reciprocal relationship. The CA CCSS Reading and Writing
135 Standards are meant to complement the *History–Social Science Content*

136 *Standards for California Public Schools* and help students grapple with the
137 primary and secondary sources they encounter. At the same time, history–social
138 science teachers also use the CA ELD Standards to determine how to support
139 their English learners (ELs) in achieving the CA CCSS for ELA/Literacy and the
140 history–social science content standards and curriculum. The ELA standards at
141 kindergarten through grade five through eight make clear the importance of both
142 content and literacy.

English Language Development
Children and youth who are ELs face the unique challenge of learning English as an additional language ¹ at the same time as they are learning history–social science content through English ² . This challenge creates a dual responsibility for all K–12 teachers of ELs. The first responsibility is to ensure that all ELs have full access to the grade-level, intellectually rich history–social science curriculum. The second is to ensure that ELs rapidly develop advanced levels of English in history–social science, the type of English that is necessary for success with academic tasks and texts. To fulfill this dual responsibility, California promotes a comprehensive approach to English language development (ELD) as an integral part of a robust instructional

¹ The term *English as an additional language* is used intentionally to signal that an explicit goal in California is for ELs to add English to their linguistic repertoires and maintain and continue to develop proficiency in their primary language(s).

² Some ELs are enrolled in alternative bilingual programs where they may be exclusively learning history–social science in their primary language or learning history–social science in both their primary language and English.

program for all ELs. This approach includes *both* integrated ELD and designated ELD³.

Integrated ELD		Designated ELD
All teachers with ELs in their classrooms use the CA ELD Standards <i>in tandem with</i> the focal CA CCSS for ELA/Literacy and other content standards.		A protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build <i>into and from content instruction</i> in order to develop critical language ELs need for content learning in English.

143

144 Students who receive specialized instructional services, including ELs and
145 students with disabilities, will be disadvantaged if they are removed from the
146 general education classroom during history–social science instruction in order to
147 receive these services. High priority must be given to ensuring that all students
148 have access to grade-level history–social science content knowledge. Therefore,
149 careful consideration should be given to the timing of special services—crucial as
150 they are—in order to minimize disruption to subject matter learning. Planning for
151 meeting the needs of all learners should be part of the Multi-Tiered System of
152 Supports (MTSS), a systemic process to examine the various needs and support
153 requirements of all learners. Educators must develop schedules that allow for

³ *Integrated* and *designated* ELD may be unfamiliar terms. These new terms now encompass elements of previously used terms, such as *sheltered instruction*, *SDAIE*, or *dedicated ELD*. It is beyond the scope of this framework to identify all previously used or existing terms, and readers should read the framework carefully to determine how the new terminology reflects or differs from current terms and understandings.

154 time to adequately address literacy and learning needs without having to remove
155 students from instruction in core whenever possible.

156

157 **Reading**

158 In elementary school, about half of the texts children read (including those
159 read aloud by teachers) are informational texts. Informational texts are different
160 from narrative texts in several ways, placing different demands on the reader
161 (Duke 2000). Informational texts convey disciplinary knowledge and are
162 characterized by use of domain-specific and general academic vocabulary. In
163 addition, some informational texts employ features not found in most narratives:
164 tables of contents, glossaries, diagrams, charts, bolded text, and headings.
165 Furthermore, many history–social science informational texts make use of
166 organizational structures different than the story grammar (i.e., setting,
167 characters, problem or goal, sequence of events, resolution) used in most
168 narratives. Historical texts make claims, present information using strategies like
169 cause-effect and compare-contrast, and present multiple explanations of
170 interpretations. The informational texts in each discipline convey knowledge
171 differently from the others (Derewianka and Jones, 2012; Lee and Spratley 2010;
172 Shanahan and Shanahan 2012; Zygouris-Coe 2012). In history–social science,
173 students read secondary and tertiary sources, such as the history text book, as
174 well as primary sources. Students should be taught how to read these texts
175 because many differ from narrative texts in terms of language, organization, and
176 text features (Duke and Bennett-Armistead 2003; Yopp and Yopp 2006).

177 It is crucial that students engage with text—both as readers and writers—as
178 they develop knowledge in history–social science. Texts are used alongside
179 other sources of knowledge: inquiry and hands on experiences, teacher
180 presentations and demonstrations, class discussions, and audio and visual
181 media. Each of these approaches should be employed routinely. It is important
182 that students who are experiencing difficulty with reading are supported as they
183 learn from texts; **teachers should not avoid texts as sources of knowledge**
184 **with students who find them challenging and rely exclusively on non-text**
185 **media and experiences. Replacing texts with other sources of information**
186 **or rewriting them in simpler language—in spite of the intention to ensure**
187 **access to the curricula—limits students' skill to independently learn with**
188 **texts in the future.** In other words, instruction should be provided to enable all
189 students to learn with texts alongside other learning experiences.

190 In transitional kindergarten through grade three, students interact with a range
191 of historical and social science informational texts. They learn to ask and answer
192 questions about grade-level texts, determine the main idea and explain how
193 details support the main idea, and describe the relationship between ideas. They
194 learn to determine the meaning of domain-specific words or phrases in grade-
195 level texts, use text features and search tools to locate information, distinguish
196 their own point of view from that of the author, use information gained from
197 illustrations and words to demonstrate understanding of the text, describe the
198 logical connection between particular sentences and paragraphs in a text
199 (comparison, cause/effect, first/second/third in a sequence), and compare and

200 contrast the most important points and key details presented in two texts on the
201 same topic. They learn to comprehend informational texts at the high end of the
202 text complexity band for grades two through three independently and proficiently.

203 During these transitional kindergarten through grade three years, English
204 learners learn English as an additional language while also developing the
205 abilities to fully engage with the academic grade level curriculum that the CA
206 CCSS for ELA/Literacy and CA History–Social Science Content Standards call
207 for. The CA ELD Standards guide teachers to support their EL students to
208 interact in meaningful ways and learn about how English works, all the while
209 developing foundational skills in English, through integrated and designated ELD.

210 In grades four and five students read history–social science texts
211 independently and are asked to share their understandings, insights, and
212 responses with others. Students in these grades learn to engage meaningfully
213 with increasingly sophisticated and complex primary and secondary sources to
214 convey and support their understandings of texts and grade-level topics in writing
215 and in discussions and presentations. The reading standards for grades four and
216 five also include inference making and referring to details in a text (quoting
217 accurately in grade five) to support inferences; summarizing text; describing the
218 elements or explaining the content of text; explaining the structure of different
219 types of texts or part of a texts; analyzing different points of view and accounts of
220 the same event or topic; interpreting, using, and making connections among and
221 analyzing different visual and multimedia elements of text and how they
222 contribute to meaning; explaining an author’s use of evidence to support ideas

223 conveyed in text; comparing and contrasting texts with similar themes or on the
224 same topic and integrating information from different texts.

225 The CA ELD Standards amplify the grade four and five emphasis on meaning
226 making. Students continue to learn to interact in meaningful ways through three
227 modes of communication: collaborative, interpretive, and productive. In order to
228 engage meaningfully with oral and written texts, they continue to build their
229 understanding of how English works on a variety of levels: how different historical
230 text types are organized and structured to achieve specific purposes, how texts
231 can be expanded and enriched using particular language resources, and how
232 ideas can be connected and condensed to convey different meanings.

233 Importantly, fourth and fifth grade EL children deepen their *language awareness*
234 by analyzing and evaluating the language choices made by writers and speakers.

235

236 **Writing**

237 In transitional kindergarten through grade three, children learn to write both
238 opinion and informative/explanatory texts about history-social science topics.
239 With guidance and support from adults, they produce writing in which the
240 development and organization are appropriate to the task and purpose, engage
241 in planning, revising, and editing, and use technology to produce and publish
242 writing. They conduct short research projects that built knowledge about a topic,
243 recalling information from experiences and gathering information from print and
244 digital resources, taking brief notes, and sorting evidence into provided
245 categories. They write routinely over extended time frames (time for research,

246 reflection, and revision) and shorter time frames (a single sitting or a day or two)
247 for a range of discipline-specific tasks, purposes, and audiences.

248 Prior to entering grade four, students learned to write informative/ explanatory
249 texts, introducing the topic, grouping related information, including illustrations,
250 developing the topic, using linking words, and providing a concluding statement
251 or section. They planned and delivered an informative/ explanatory presentation
252 on a topic, organizing ideas around major points of information, following a
253 logical sequence, including supporting details, using clear and specific
254 vocabulary and providing a strong conclusion.

255 Writing instruction for history–social science in the fourth and fifth grade span
256 builds on instruction in the prior years as students further develop their skills to
257 write opinion and informative/explanatory texts. Students logically group ideas in
258 written work to effectively convey opinions and information. Students learn how
259 to effectively summarize and explain the content of text using precise language
260 and domain-specific vocabulary in writing. Students begin comparing and
261 contrasting firsthand (primary sources) and secondhand accounts (secondary
262 sources), and in grade five multiple accounts, of the same event or topic. They
263 explain an author’s use of reasons and evidence to support particular points
264 conveyed in text. They effectively integrate, draw inferences from, and interpret
265 evidence from two to several different sources by quoting, paraphrasing, and
266 summarizing evidence from primary and secondary informational texts to support
267 analysis, reflection, and research in multi-paragraph texts. Students generate a
268 corresponding list of those sources. They learn to use technological skills

269 effectively (including keyboarding) and how to use the internet to produce and
270 publish writing and to interact and collaborate with others.

271 The CA ELD Standards provide guidance on how teachers can support their
272 EL students to engage meaningfully with complex tasks and tasks to develop the
273 skills and abilities described above, with appropriate levels of scaffolding based
274 on students' English language proficiency levels.

275

276 **Engaging in Research**

277 Opportunities to engage in research contribute to students' knowledge of the
278 world, and they are one of the most powerful ways to integrate the strands of the
279 language arts with one another and with subject matter. The writing strand of the
280 CA CCSS for ELA/Literacy calls for students to participate in research projects,
281 ones that may be completed in the course of a few hours or over an extended
282 time frame. Students engage in research, with guidance and support, beginning
283 in transitional kindergarten. They learn to read a number of books on a single
284 topic to produce a report, gather information from print and digital sources, and
285 take brief notes. By grades four and five, they are more independent in their
286 abilities to pose questions and pursue knowledge from a range of sources. They
287 engage in more extensive projects, and they have opportunities to share their
288 findings with others, using a variety of media and formats.

289 By grades four and five, students begin investigating different aspects of a
290 topic when conducting short research projects and, in grade five, using several
291 sources. They are able to paraphrase, categorize information, and list sources.

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292 Students draw evidence from text to support analysis, reflection, and research.

293 Research projects provide the opportunity for students to pursue their interests

294 within the history–social science curriculum (thus contributing to motivation and

295 engagement), make authentic use of texts and online resources, and engage in

296 purposeful communication and collaboration with others, both virtually and in

297 person. Research projects present an exceptional opportunity for interdisciplinary

298 experiences and they foster use and development of all of the themes of

299 ELA/literacy and ELD instruction: meaning making, language development,

300 effective expression, content knowledge and the application of foundational skills.

301 They also require many 21st century skills, including collaboration,

302 communication, critical and creative thinking, and use of media and technology.

1 **Kindergarten – Learning and Working Now and Long Ago**

2 • How can we learn and work together?
3 • What does it mean to be an American?
4 • How are our lives different from those who lived in the past? How are they
5 the same?
6 • What is our neighborhood like?

7 In kindergarten, students begin the study of history–social science with
8 concepts anchored in the experiences they bring to school from their families and
9 communities. Students explore being a good citizen, national symbols, work now
10 and long ago, geography, time and chronology, and life in the past. In

11 Kindergarten, students can begin developing the skill of cost-benefit analysis by
12 recognizing the choices they and others make. Teachers are encouraged to build

13 understanding of history–social science concepts while furthering beginning
14 literacy skills as outlined in the *California Common Core State Standards for*
15 *English Language Arts and Literacy in History/Social Studies, Science, and*
16 *Technical Subjects.* For example, shared readings of narrative and informational
17 text related to the history–social science standards can reinforce academic
18 content vocabulary provide opportunities for students to work on a variety of
19 reading, writing, speaking and listening activities. Teachers should also work
20 collaboratively with their colleagues who teach grades one through three to avoid
21 repetition, as the content themes they begin in kindergarten, such as
22 understanding of and appreciation for American culture and government,

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23 geographic awareness, and informed decision making/economic reasoning and
24 starting in grade one, economic reasoning, serve as a multi-grade strand that can
25 allow for an extended and relatively in-depth course of study.

26 **Learning and Working Together**

27 In Standard K.1, students explore the meaning of good citizenship by learning
28 about rules and working together, as well as the basic idea of government, in
29 response to the question, **How can we learn and work together?** An
30 informational book such as *Rules and Laws* by Ann-Maria Kishel may be used to
31 introduce the topic while teachers use classroom problems that arise as
32 opportunities for critical thinking and problem solving. For example, problems in
33 sharing scarce resources or space with others or in planning ahead and ending
34 one's activity to be on time for the next activity teach students to function as a
35 community of learners who make choices about how they conduct themselves.
36 Students need help in analyzing problems, considering why the problem arose,
37 considering ~~ether~~-alternatives, developing awareness of how choices concerning
38 alternative behaviors might bring different results, and learning to appreciate
39 behaviors and values that are consistent with a democratic ethic. Students and
40 teachers can dramatize issues and choices -that create conflict on the
41 playground, in the classroom, and at a home and brainstorm choices solutions
42 that exemplify compromise, cooperation, and respect for rules and laws.
43 Students must have opportunities to discuss these more desirable behaviors, try
44 them out, and examine how they lead to more harmonious and socially satisfying
45 relationships with others. Literature books such as Kevin Henkes' *Lily's Purple*

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46 Plastic Purse and David Shannon's *David Goes to School*, and Laura Vaccaro Seeger's *Bully* may be used to explore these themes.

47 Students also need guidance in understanding the purpose of rules and laws and why a government is necessary. Teachers can discuss rules at home and at school and ask why they are important. What happens when family members choose not to follow rules ~~are not followed??~~? Students can help create classroom rules for the purpose of establishing a safe environment where learning can occur. Students can also discuss possible consequences for breaking these rules.

Kindergarten Classroom Example: Being a Good Citizen

(Integrated ELA and Civics)

The students in Ms. Miller's class are familiar with young David's antics in David Shannon's picture book, *No, David!* They have chuckled with Ms. Miller over the story and illustrations many times. Ms. Miller and her kindergarten students explore what it means to be a good citizen and why rules are important. Ms. Miller reads aloud Shannon's sequel, *David Goes to School*, in which a young David chooses to break ~~breaks the~~ one classroom rule after another. With support, the children identify and discuss the main ideas of the narrative conveyed in the text and illustrations at appropriate points.

Ms. Miller asks text-dependent questions to guide the children's comprehension and critical analysis of the story. She returns to the story with them to locate specific language in the text that address these questions:

- What are the school rules in this book?
- Who is the author? Do you think the author believes that it is important to have rules at school and in the classroom? Why?
- What does David think of the rules? Does he think they are important?

What choices does he make that help you answer this question? How do you know?

- What lessons do you think the author wants us to learn about rules that we can apply to our own school?
- Let's compare the rules in our school with the rules in David's school.
Which are similar and which are different?

To further develop students' critical thinking, Ms. Miller asks students to reflect on the rules in their own classroom. She refers to the posted list of classroom rules that the children helped develop early in the school year and encourages them brief, small group conversations to consider whether any need to be changed or added. What rules in our classroom would you like to add? Why? What rules in our classroom would you like change? Why?

Knowing that some of the children need scaffolding to convey their thoughts, she provides an optional sentence frame: "We should add/change _____ as a rule because _____. (Ms. Miller considers adding or changing one of the classroom rules so that the children recognize that their input has impact.)

CA History–Social Science Standard: K.1

CA CCSS for ELA/Literacy: RL.K.1-3; SL.K.1-2

55

56 Students further their study of good citizenship by learning about people who
57 exhibit honesty, courage, determination, individual responsibility, and patriotism
58 in American and world history. Teachers may introduce students to important
59 historical figures who exhibit these characteristics by reading biographies such
60 as *Now and Ben: The Modern Inventions of Benjamin Franklin* by Gene Baratta,
61 *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull, ~~and~~ *The Story of*
62 *Ruby Bridges* by Robert Coles, ~~and~~ *Malala: A Brave Girl from Pakistan and Iqbal:*
63 *A Brave Boy from Pakistan by Jeanette Winter.* They can use such biographies
64 *to illustrate decisions that these people made.*

65 Stories, fairy tales, and nursery rhymes that incorporate conflict and raise
66 value issues that are both interesting and understandable to young students are
67 effective tools for citizenship education. Students deepen their understanding of
68 good citizenship by identifying the behavior of characters in the stories, observe
69 the effect of this behavior on others, examine *the decisions that the why*
70 characters *made, behaved as they did,* and consider whether other choices could
71 have changed the results. These discussions are intended to help them acquire
72 those values of deliberation, *informed decision-making* – and individual
73 responsibility that are consistent with being a good citizen in a democratic nation.
74 A few examples of such stories are “Jack and the Beanstalk,” “Goldilocks and the
75 Three Bears,” selections from Aesop’s Fables, *Tortillitas para Mama* (Margot
76 Friego), Helen Lester’s *Me First*, Gary Soto’s *Too Many Tamales* and Virginia

77 Hamilton's *The People Could Fly*.

78

79 **National and State Symbols**

80 Kindergarten students explore the strands of national identity and cultural
81 literacy by learning about national and state symbols in Standard K.2, using the
82 question, **What does it mean to be American?** Students may investigate the
83 importance of national and state symbols such as the national and state flags,
84 the bald eagle, and the Statue of Liberty and how these symbols relate to
85 America's cultural and national identity. Students can begin to discover the
86 values and principles in these symbols, by examining photographs, artwork,
87 poems, as well as literature and informational texts. The teacher may choose to
88 integrate this standard with Standards K.6.1 and K.6.2 and create a larger unit on
89 national symbols, holidays, and important Americans. Literature, such as
90 *America the Beautiful* (Katherine Lee Bates); *Fireworks, Picnics, and Flags* (Jim
91 Giblin); and *Purple Mountain Majesties* (Barbara Younger), can both engage and
92 develop student understanding of these standards. In addition, songs such as
93 "America the Beautiful," the "Star Spangled Banner," and Woody Guthrie's "This
94 Land Is Your Land," all support student engagement and learning.

95

96 **Work Now and Long Ago**

97 In Standard K.3, students learn about the different types of jobs and work of
98 people in their school and their local community. Students can begin to
99 understand labor markets by recognizing that people work to earn money and

100 that money can be used to buy things. They learn that people have a limited
101 amount of money so they have to decide what to buy and what not to buy.
102 Students can make a list of different jobs at the school, in the local community,
103 and from historical accounts and the skills that people must have to work at those
104 jobs. Some people earn money by doing jobs at home. Students can make a list
105 of things that can be done at home to earn an allowance. They can explain that
106 people can borrow money and give reasons why it is important to be responsible
107 in repaying loans. This ~~standard~~ can be integrated with Standard K.4; as
108 students construct school and neighborhood maps and talk about neighborhood
109 structures such as the fire station, markets, houses, banks, and hospitals, the
110 jobs and workers can be introduced as well. As students learn about daily life in
111 the past in Standard K.6, they may investigate ways in which work and jobs have
112 changed or remained the same over time, using the prompt, **How are our lives**
113 **and our work different from those who lived in the past? How are they the**
114 **same?** The teacher should provide prompting and support as students analyze
115 multiple sources, including primary source photographs, picture books, and
116 informational books for young readers such as Vicki Yate's *Life at Work (Then*
117 *and Now)*. Students should understand that one purpose of school is to develop
118 their skills and knowledge and that this is as important as any job in the
119 community. Working collaboratively to do tasks, students can practice problem
120 solving/decision making, conflict resolution, and taking personal responsibility.
121

122 **Geography of the Neighborhood**

123 Students begin the study of geography by exploring the immediate
124 environment of the school and their neighborhood, including its topography,
125 streets, transportation systems, structures, and human activities in Standard K.4,
126 using the question, **What is our neighborhood like?** Teachers guide students'
127 investigations of their surroundings with questions about familiar features of the
128 environment, where they can be found, and how maps can be used to locate
129 them. Students demonstrate spatial concepts and skills by using a variety of
130 materials such as large building blocks, wood, tools, toys, and other recycled
131 objects to construct neighborhood structures. Activities in these centers carried
132 on through group play become important beginnings of map work for young
133 students. Students are encouraged to build neighborhoods and landscapes and
134 to incorporate such structures as fire stations, airports, houses, banks, hospitals,
135 supermarkets, harbors, and transportation lines. As appropriate and relevant,
136 students are made aware of how steps and curbs in their neighborhood pose
137 physical barriers for people with mobility impairments such as people who use
138 wheelchairs. Picture files, stories, and informational texts should be used to
139 deepen students' understanding about the places they are creating and the work
140 that is done in these places. Literature such as *The Listening Walk*, by Paul
141 Showers, or *Barrio: Jose's Neighborhood*, by George Ancona, featuring photos of
142 a Latino neighborhood in San Francisco, can be used to pique students' interest
143 in exploring their environment.

144 Exploring the environment surrounding the school today and discussing how

145 it is different from what it was when the school was built, focuses students on the
146 fact that people in earlier times used many of the same goods and ecosystem
147 services as we do today, such as lumber, water, and food. They discover that in
148 earlier times people more directly consumed the goods and ecosystem services
149 from natural systems rather than obtaining them from sources like grocery stores
150 and lumberyards (California Environmental Principle II). Student reflection on
151 management and use of natural resources on their campus provides them a
152 picture of the way resource use has changed over time (See EEI curriculum unit
153 Some Things Change and Some Things Stay the Same K.4.5–K.6.3).

154

155 **Time and Chronology**

156 Learning about the calendar, days of the week, and months of the year are
157 important first steps towards understanding time and chronology in Standard K.5.
158 Chronological thinking can be enhanced by constructing timelines of the
159 kindergarten day, practicing sequencing of a story, and learning words such as
160 *first, next, then, and finally* while sequencing story events. While studying the
161 national symbols, holidays, and times past, the teacher may add selected events
162 and pictures to a large class timeline to further develop students' sense of
163 chronology.

164

165 **Reaching Out to Times Past**

166 In Standard K.6, students take their first vicarious steps into times past to
167 develop historical literacy and explore the theme of continuity and change.

168 Students learn about national holidays and their purposes, as well as the events
169 associated with them. Teachers may read historical accounts of famous
170 Americans which further students' understanding of national identity and cultural
171 literacy.

172 Students also study the past and consider how life was the same as or
173 different from their lives. For example, students may learn that getting water from
174 a well, growing food and raising livestock, and making clothing are examples of
175 how the past may be different from their lives today. Stories from the *My First*
176 *Little House Books* series and informational books such as Vicki Yates' *Life at*
177 *Home* that illustrate the work and daily lives of characters and people in the past
178 can help students develop historical empathy and understand life in the past.

179 Primary sources can be introduced by using photographs of transportation,
180 homes, work, common household items, and clothing while questions are posed
181 about which aspects of these items have changed and remained the same and
182 what this tells us about life in the past. Students should be encouraged to engage
183 in discussions and write texts about the similarities and differences of daily life
184 today versus daily life long ago drawing on evidence from the primary source
185 photographs, informational texts, and literature books they have been utilizing.

1 **Grade One – A Child’s Place in Time and Space**

2 • Who is responsible for enforcing the rules? What are the consequences if
3 people choose to break these rules? are broken?
4 • What is our community like?
5 • How is our life different from those who lived in the past and how is it the
6 same?
7 • How do many different people make one nation?

8 Students in the first grade are ready to learn more about the world they live in,
9 about the choices they make -and about their responsibilities to other people.

10 They begin to learn how necessary it is for people and groups to work together
11 and how to resolve problems through cooperation. Students’ expanding sense of
12 place and spatial relationships provides readiness for new geographic learning
13 and a deeper understanding of chronology. Students also are ready to develop a
14 deeper understanding of cultural diversity and to appreciate the many people
15 from various backgrounds and ways of life that exist in the larger world that they
16 are now beginning to explore. Students also begin to develop economic and
17 financial -literacy as they learn about work both in school, in the home, and

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18 outside the home and-and the exchange of goods and services for money.
19 Students increase their knowledge of cost-benefit analysis by recognizing that
20 choices have consequences. Teachers should also work collaboratively with their
21 colleagues who teach kindergarten and grades two and three to avoid repetition,
22 as the content themes they begin in kindergarten, such as understanding of and

23 appreciation for American culture and government, geographic awareness, and
24 starting in grade one, economic reasoning, serve as a multi-grade strand that can
25 allow for an extended and relatively in-depth course of study.

26

27 **The Rights and Responsibilities of Citizenship**

28 Students learn about the values of fair play and good sportsmanship, respect
29 for the rights and opinions of others, and build on their understanding of respect
30 for rules by which we all must live. Students can discuss the class rules and
31 understand how they developed. They can also consider the questions: **Who is**
32 **responsible for enforcing the rules? What are the consequences if people**
33 **choose to break these rulesare broken?** Emphasis should be placed on
34 having the students solve the social problems and decision-making dilemmas
35 that naturally arise in the classroom; for example, problems in sharing scarce
36 supplies **(resources)**, bullying students perceived as different, or in deciding how
37 best to proceed on a group project when a dilemma arises. In using this
38 approach, students will learn that problems are a normal and recurring feature of
39 social life and that they have the capacity to examine and solve problems **with**
40 **informed decision making.**

41 Teachers can also introduce value-laden problems for discussion through
42 reading stories and fairy tales that pose dilemmas appropriate for young
43 students, such as Paul Galdone's *The Monkey and the Crocodile*, Lenny Hort's
44 *The Boy Who Held Back the Sea*, and Francisco Jimenez' *La Mariposa*. Through
45 listening to these stories and through the discussions and writing activities that

46 follow, students gain deeper understandings of individual rights and responsibility
47 as well as social behavior. Throughout these lessons the teacher's purpose is to
48 help students develop those civic values that are important in a democratic
49 society. In addition, teachers can stress the importance of informed decision
50 making. Students can ~~again~~ be given jobs in the classroom and teachers can
51 emphasize that their main job as a student is to develop their skills and
52 knowledge. Practicing democratic processes in the classroom helps students
53 learn content and develop social responsibility.

54 Teachers may illustrate a direct democracy and a representative democracy
55 by demonstrating how these work in the classroom setting. To teach about a
56 direct democracy, all students can vote on classroom decisions such as which
57 game will be played on a rainy day or which type of math manipulative will be
58 used to build patterns. The class may vote using different methods (for example,
59 raising hands or casting secret ballots) then discuss and reflect upon the process
60 and the outcome. Was it important to have everyone vote? The teacher should
61 ensure that students understand that everyone had a direct voice in the decision.
62 Allowing students to select classroom leaders or table leaders who will then
63 make classroom decisions is a way to explicitly model a representative
64 democracy. The advantages and disadvantages of these two models can then be
65 discussed with the students to help them develop a beginning understanding of
66 citizenship and government.

67

68 **Geography of the Community**

69 Students' growing sense of place and spatial relationships make possible
70 important new geographic learning in grade one. To develop geographic literacy,
71 teachers can build on students' sense of their neighborhood and the places
72 students regularly go to in order to shop, play, and visit. Students demonstrate
73 their emerging spatial concepts and skills by making a map of their
74 neighborhood, town, and county and then labeling a map with California, the
75 United States, the continents, and oceans, in response to the question, **What is**
76 **our community like?** Books such as *Me on the Map* by Joan Sweeney and
77 *Maps and Globes* by Jack Knowlton may be used to teach students about
78 cartography as well as build conceptual knowledge of community, city, state,
79 country, continent, and world.

80 Students may construct a three-dimensional floor or table map of their
81 immediate geographic region. Such an activity helps develop students'
82 observational skills and spatial relationships and teaches the concepts of
83 absolute and relative locations of people and places. Comparing the floor or table
84 map to a picture map of this same region will help students make the
85 connections between geographic features in the field, three-dimensional models
86 of this region, and two-dimensional pictures or symbolic maps. Students should
87 observe that the picture-symbol map "tells the same story" as the floor model but
88 does so at a smaller scale. The picture-symbol map can also be hung upright
89 without changing the spatial arrangement of these features and without altering
90 their relationships to one another; for example, the supermarket is still north of
91 the post office. These critical understandings are important in developing reading

92 and interpretation skills with maps.

93 Finally, students learn how location, weather, and physical environment affect
94 the way people live, including the effects on their food, clothing, shelter,
95 transportation, and recreation. Students may engage in collaborative
96 conversations with classmates as they gather evidence about the way people live
97 in different environments by inspecting primary source photographs depicting
98 lifestyles in different parts of the world. Informational books such as *Children*
99 *Just Like Me*, by Anabel Kindersley and Barnabas Kindersley, *One World, One*
100 *Day*, by Barbara Kerley, *Houses and Homes*, Ann Morris, and *People*
101 *Everywhere*, by Paul Humphrey, allow students to observe people from around
102 the world, and to draw conclusions about the effects of the physical environment
103 on ways of living. Teachers may connect the learning about the interactions
104 between the environment and people to Standards 1.5 and 1.6.

105 Studying a map of California and discussing places where people live leads
106 students to analyze how location, weather, and the physical environment affect
107 where and why people settle in an area. As they explore places where
108 Californians live students focus on the fact that human communities are generally
109 located in close proximity to the natural systems that provide the goods and
110 ecosystem services upon which humans depend (California Environmental
111 Principle I). Moreover, student reflection on human populations and their
112 consumption rates, and the expansion and operation of human communities
113 builds students' understanding of the influence of these activities on the
114 geographic extent and viability of natural systems (California Environmental

115 Principle II, EEI Curriculum Unit People and Places: Then and Now 1.2.4).

116

117 **Symbols, Icons, and Traditions of the United States**

118 First grade students deepen their understanding of national identity and
119 cultural literacy by learning about national and state symbols (Standard 1.3).
120 Students learn to recite the Pledge of Allegiance and sing songs that express
121 American ideals (e.g., “You’re a Grand Old Flag”). As students participate in
122 shared inquiry, they begin to understand the significance of national holidays and
123 the achievements of the people associated with them. They also learn to identify
124 and understand American symbols, landmarks, and essential documents, such
125 as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of
126 Independence, and know the people, ideas, and events associated with them.
127 Teachers should focus on how these symbols provide a sense of identity for
128 Americans and a sense of community across time and space. Informational texts
129 and literature such as Deborah Kent’s *Lincoln Memorial*, Ann McGovern’s *The
130 Pilgrim’s First Thanksgiving*, Lucille Recht Penner’s *The Statue of Liberty*, and
131 Patricia Ryon Quiri’s *The National Anthem*, may be used to answer questions
132 such as, “What are some important symbols of the United States and why are
133 they important?” Students might create a class “big book” of important national
134 symbols writing informational/explanatory or opinion pieces about these symbols.
135 Teachers may also read to students *The Wall*, by Eve Bunting, which helps them
136 to understand the symbolic nature of monuments and how they represent civic
137 values.

138

139 **Life Today and Long Ago**

140 In Standard 1.4, students learn about times past and with an emphasis on
141 continuity and change. The focus is to compare different times and different
142 places and how certain aspects of life change over time while some things stay
143 the same. Schools, communities, and transportation of the past provide areas of
144 study that students are familiar with in the present. Teachers can also examine
145 such areas as work, clothing, games, and holidays to compare with the students'
146 lives today, using the frame, **How is our life different from the past and how is**
147 **it the same?** Informational books and stories, such as *My Great Aunt Arizona* by
148 Gloria Houston, can help students develop historical empathy and understand life
149 in the past. Primary sources can be introduced by using photographs (and videos
150 or artifacts) of schools, transportation, and clothing.

Grade One Classroom Example: Schools in the Past and Today

(Integrated ELA/Literacy and History)

Learning Target: Children will write an informative/explanatory text about how schools in the past were the same and different than schools today, supplying details and evidence from multiple sources.

Miss Pham's first grade students are exploring the concept of continuity and change by participating in shared research around the following questions:
How are schools from long ago the same as today? How are they different?
First, the students are prompted to return to the "bird-eye view map" of the

classroom as well as the timelines of the school day that they created as part of earlier social studies units. The students are prompted to review these documents and discuss what school is like for them, today, in their classroom.

Students analyze several primary source photographs of schools from the late 1800s accessed from the Library of Congress, read an informational book, *Schools: Then and Now* by Robin Nelson, and participate in a read aloud of the picture book, *My Great-Aunt Arizona* by Gloria Houston and Susan Condie Lamb.

Miss Pham asks text-dependent questions of key details to guide the children's comprehension and critical analysis of the photographs and texts. In addition, Miss Pham does another read of *Schools: Then and Now*, drawing the students' attention to the text features such as photographs, captions, and the index.

Using a whole class graphic organizer to take notes, Miss Pham and her students return to the photographs and texts to chart information about schools long ago. The students then write down what school is like today.

Students work in small groups, discussing examples and evidence of things that are the same and different about schools in the past. Students are provided with a sentence frames while discussing the sources. Then Miss Pham charts the students' answers on the graphic organizer before asking the students to write a brief informational/explanatory text using the sentence frames.

Sample Sentence Frames

- “I see _____ in the photograph. This is the same as today.”
- “One thing about school that is the same is _____. My evidence is _____.”
- One thing that is different is _____. I think that because _____.”

CA HSS Standards: 1.4.1

CA HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3

CA CCSS for ELA/Literacy: RI.1.1, 5, 7, 9, W.1.2, 8, SL.1.1, 2

CA ELD Standards: ELD.PI.1.1, 6, 10

151

152 **Cultural Literacy: One Nation, Many People**

153 This standard focuses on the people from many places, cultures, and
154 religions who live in the United States and who have contributed to its richness.
155 Through stories of today as well as folktales and legends, students discover the
156 many ways in which people, families, and cultural groups are alike despite their
157 varied ancestry. Teachers can employ the question, **How do so many different**
158 **people make one nation?** using quality literature such as *Everybody Cooks*
159 *Rice* by Norah Dooley, *Whoever You Are* by Mem Fox, and Cinderella stories for
160 multiple cultures, such as *Jouanah: A Hmong Cinderella* by Jewell Reinhart
161 Coburn and Tzexa Cherta Lee, to teach and reinforce these concepts.
162 In developing this unit of study, teachers draw first from the rich fund of

163 literature and folklore from those cultures represented among the families in the
164 classroom and school. Then, as time allows, teachers can introduce literature
165 from other cultures for comparison, emphasizing on how American Indians and
166 immigrants have helped to define California and America. Throughout this unit,
167 opportunities for students to discuss and dramatize these stories and analyze
168 what these stories tell about the culture are critical. Understanding similarities
169 and differences of people from various cultural backgrounds allows students to
170 have increased awareness of the beliefs, customs, and traditions of others.

171

172 **Economics: Goods and Services**

173 In Standard 1.6, students acquire a beginning understanding of economics
174 and personal finance; for example, the use of money to purchase goods and
175 services, and of the specialized work that people do to manufacture, transport,
176 and market such goods and services.—Students learn that producers provide
177 products in exchange for money and consumers pay money in exchange for
178 products. Students can make a list of different jobs that workers have in their
179 community and the skills that are required to do those jobs.

180 People exchange money for the goods and services they want and because
181 money is limited, people make choicesBecause consumers' money is limited, they
182 make choices about how to spend their money. Even first grade
183 students can understand what budgets are. As a foundation for later instruction in
184 financial literacy students, and study how people plan their spending. Students
185 can be introduced to the concept of interest as a reward to people who lend

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186 money, as a foundation for later instruction in financial literacy.

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187 This standard can be taught in conjunction with, or build upon the geographic
188 exploration of the neighborhood and community. Students at this age level learn
189 that the place where they live is interconnected with the wider world. This may
190 include a focus on the trucks and railroad lines that bring products to this
191 neighborhood for eventual sale in its stores; to an industrial region, near or far
192 away, producing one or more needed products, such as bricks and building
193 materials for new home construction or clothing for the stores; and to the airport
194 or regional harbor that links this place with producers, suppliers, and families
195 throughout the world.

196 Students can continue their development of analytical skills by identifying the
197 costs of their decisions. They should recognize that a cost is what is given up in
198 gaining something. This fits with the economic concept of exchange. When
199 students trade, they gain something and they give something up. What they give
200 up is the cost of the choice. It should be emphasized that every choice has a cost
201 (a simple example is the story of the three little pigs, where two of the pigs give
202 up safety for play).

203 At the same time students may enjoy informational books and literature that
204 brings these activities alive and that builds sensitivity toward the many people
205 who work together to get their jobs done. Stories such as *The Tortilla Factory* by
206 Gary Paulsen illustrate the values of compassion, working together, and
207 perseverance as it introduces students to different types of resources such as
208 land, physical capital, and human capital. -

1 **Grade Two – People Who Make a Difference**

2 • How do families remember their past?

3 • Why do people move?

4 • How can we best describe California?

5 • How do governments work?

6 • What makes someone heroic?

7 • What are alternatives?

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8 • What human capital allowed people to achieve their goals?

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9 • What goods and services are produced locally?

10 Students in the second grade are ready to learn about people who make a

11 difference in their own lives and who have made a difference in the past. They

12 develop their own identities as people who have places in their communities.

13 Students start their study of people who make a difference by studying the

14 families and people they know. Students themselves can make a difference by

15 engaging in service-learning to improve their schools or communities. Teachers

16 should also work collaboratively with their colleagues who teach kindergarten

17 and grades one and three to avoid repetition, as the content themes they begin in

18 kindergarten, such as understanding of and appreciation for American culture

19 and government, geographic awareness, and starting in grade one, and

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20 economic reasoning, serve as a multi-grade strand that can allow for an

21 extended and relatively in-depth course of study.

22

23 **Families Today and in the Past**

24 In Standard 2.1, students develop a beginning sense of history through the
25 study of the family, a topic that is understandable and interesting to them.
26 Students are introduced to primary sources related to family history including
27 photographs, family trees, artifacts, and oral histories, in response to the
28 question, **How do families remember their past?** Students engage in the study
29 the history of a family and may construct a history of their own family, a relative's
30 or neighbor's family, or a family from books. Through studying the stories of a
31 very diverse collection of families, such as immigrant families, lesbian and gay
32 parents and their children, families of color, step- and blended families, families
33 headed by single parents, extended families, families with disabled members,
34 families from different religious traditions, and adoptive families, students can
35 both locate themselves and their own families in history and learn about the lives
36 and historical struggles of their peers. In developing these activities, teachers
37 should not assume any particular family structure and ask questions in a way that
38 will easily include children from diverse family backgrounds. They need be
39 sensitive to family diversity and privacy, and to protect the wishes of students
40 and parents who prefer not to participate.

41 Members of students' families can be invited to tell about the experiences of
42 their families. Literature and informational texts may be shared to spark inquiry
43 and help students acquire deeper insights into life in the past and the cultures
44 from which the families came; the stories, games, and festivals parents or
45 grandparents might have enjoyed as students; the work that students as well as

46 their families would have been expected to do; their religious practices; and the
47 dress, manners, and morals expected of family members at that time. Students
48 are encouraged to compare and contrast their daily lives with those of families
49 who have lived in the past. To deepen student understanding and engagement,
50 students can read *When I was Little* by Toyomi Igus, *Dear Juno* by Soyung Pak
51 and *The Boy with Long Hair* by Pushpinder (Kaur) Singh.

52 To develop the concept of chronological thinking, studentss may construct
53 timelines of their school day and important events in their lives. To culminate this
54 unit of study, students may interview older adults or family members about life in
55 past and then create a timeline of the person's life.

56

57 **Geography and Mapping Skills: People, Places, and Environments**

58 In Standard 2.2, students learn to describe the absolute and relative locations
59 of people, places, and environments. Students learn to locate specific locations
60 and geographic features in their neighborhood or community using a simple
61 letter-number grid system. Maps should be utilized frequently to provide practice
62 in the use of map elements such as title, legend, directional indicator, scale, and
63 date. Students demonstrate their developing spatial thinking skills and concepts
64 by labeling a North American map with the names of countries, oceans, great
65 lakes, major rivers, and mountain ranges.

66 Students may utilize world maps to locate places of family origin as part of the
67 study of family history in Standard 2.1 in response to the question, **Why do**
68 **people move?** This allows the geographic theme of movement to be explored—

69 why people move from place to place, as well as how and why they made the
70 trip. Students gather evidence about the reasons and ways in which people
71 move, by interviewing family members and neighbors, sharing their interviews
72 with each other, and by reading historical fiction and nonfiction accounts of
73 immigration experiences. Historical fiction books such as *Watch the Stars Come*
74 *Out*, by Riki Levinson, and *The Long Way to a New Land*, by Joan Sandin, allow
75 students to draw comparisons between their families' immigration stories and
76 those of other people in other times.

77 Students also compare and contrast basic land use in urban, suburban, and
78 rural environments in California. Maps, photographs, informational books, and
79 Web resources provide evidence of differences in and environmental impacts of
80 land use and help students answer the question, **How can we best describe**
81 **California?** This standard may be explored as part of the study of farming and
82 moving food from the farm to the market in Standard 2.4.

83

84 **Government Institutions and Practices**

85 In Standard 2.3, students learn about governmental institutions and practices
86 in the United States and other countries. Students continue to develop their
87 understanding of rules and laws, the role of government, and rights and
88 responsibilities by considering the question, **How does government work?** To
89 help students deepen their understanding of these concepts, informational books
90 about government and the three branches of government, such as *Our*
91 *Government: The Three Branches* by Shelly Buchanan and may be utilized.

92 Teachers may carry out a classroom simulation of the three branches of
93 government to teach this concept as well as use literature books such as *House*
94 *Mouse Senate Mouse* and other books in the series by Cheryl Shaw Barnes and
95 Peter W. Barnes that explain the branches of government in a developmentally
96 appropriate manner. To learn the ways in which groups and nations interact with
97 one another and resolve their problems, the teacher may relate these concepts
98 to familial and classroom rules and structures and how problems are solved in
99 these more familiar settings.

100 Teachers can also discuss situations in which rules are important at home, at
101 school, in the city, in the state, and in the country and then ask students to
102 explain what happens if someone on the playground refuses to play a game by
103 the rules. Students can select one rule and use language arts skills to create a
104 story about why this rule is important and how life would be different without it.
105 Teachers can discuss school rules with students and how school rules are made.
106 Students use analytic skills to consider questions such as: is the school too large
107 for everyone to discuss and vote on a decision? Students can discuss the major
108 things governments do in the school, community, state, and nation and give a
109 basic description of government at the end of the year.

110

111 **Economics: People Who Supply Our Goods and Services**

112 Standard 2.4 develops students' economic literacy and appreciation of the
113 many people who work to supply the products they use. Emphasis in this unit is
114 given to those who supply food: people who grow and harvest crops such as

115 wheat, vegetables, and fruit; workers who supply dairy products such as milk,
116 butter, and cheese; and processors and distributors who move the food from
117 farm to market. Throughout this study, students learn basic economic concepts
118 of human wants, scarcity, and choice; the importance of specialization in work
119 today. In addition, students consider the interdependence of consumers,
120 producers, processors, and distributors in bringing food to market. Students
recognize that consumers value producers because producers supply goods and
services that people want. They also recognize that producers value consumers
because consumers pay money to buy the goods and services that producers
supply. Students can identify different goods and services that are produced in
their community and identify goods and services that their family purchases that
are produced outside of the U.S. Students also develop an understanding of their
127 roles as consumers in a complex economy. *Ox-Cart Man* by Donald Hall is an
128 engaging read that can help students develop their understanding of these
129 economic concepts.

130 To engage students' interest and to help them develop an understanding of
131 the complex interdependence among the many workers in the food industry and
132 how it functions the way it does, graphic organizers or flow charts may be used to
133 illustrate these relationships. Climate and geography affect the crops farmers
134 grow, how farmers protect their crops against frosts or drought, the importance of
135 water, and how irrigation systems work, and how workers are necessary at each
136 of these steps. Students can observe the many linkages between their homes,
137 the markets that supply their food, the places where people work to produce their

138 food, and the transportation systems that move these products from farm to
139 processor to market. Field trips to local businesses and books such as *From*
140 *Wheat to Pasta* by Robert Egan, *From Cow to Ice Cream* by Bertram T. Knight,
141 or *Farming* by Gail Gibbons are helpful for illustrating the concepts and provide
142 models for students to write their own informational/explanatory texts.

143 Applying what they know about natural systems and food production,
144 students can focus on strawberries, a major California crop, to learn about the
145 interdependence of producers and consumers in the economic system.
146 (California Environmental Principle I, EEI Curriculum Unit: The Dollars and Sense
147 of Food Production 2.4.2–2.4.3.)

148

149 **Biographies: People Who Made a Difference**

150 In Standard 2.5, students will be introduced to the many people, ordinary and
151 extraordinary, who have contributed to their lives and made a difference. The
152 teacher may pose a question such as, **What makes someone heroic?** or “Who
153 are some people who have made a difference in our lives?” A picture book, such
154 as *Rosa* by Nikki Giovanni, introduces students to an ordinary person, Rosa
155 Parks, whose actions made a tremendous difference in the lives of others.
156 Students learn about a variety of men, women and children whose contributions
157 can be appreciated by young children and whose achievements have directly or
158 indirectly touched the students’ lives or the lives of others. Included, for example,
159 are scientists such as George Washington Carver, Marie Skłodowska Curie,
160 Louis Pasteur, Charles Drew, and Thomas Edison; authors; musicians, artists

161 and athletes, such as Jackie Robinson and Wilma Rudolph. Teachers may read
162 biographies aloud as well as utilize biographies written at a variety of reading
163 levels, such as the Rookie Biography series, for students to read independently.
164 As students meet these heroes from long ago and the recent past, they
165 understand the importance of individual action and character in one's life. As
166 students identify and discuss the skills and knowledge that helped these people
167 achieve their goals, they have opportunities to cite textual evidence, write
168 informational reports, and create presentations.

169 Teaching about people who made a difference allows teachers to apply the
170 economic concept of human capital skills, knowledge, experience, and
171 personal qualities. Teachers can use this concept to help explain how people did
172 make a difference and how students can develop their human capital to make a
173 difference.

Grade Two Classroom Example: Heroes Making A Difference

(Designated ELD Connected to History/Social Studies)

In social studies, Mr. Torres's class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others' lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Yuri Kochiyama, Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students' diverse backgrounds. The class reads biographies of the heroes, views multimedia

about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.

During designated ELD, Mr. Torres selects some of the general academic vocabulary used in many of the biographies to teach his ELs at the Emerging level of English language proficiency during designated ELD. These are words that he would like for students to internalize so that they can use them in their discussions, oral presentations, and writing about the civil rights heroes, and he knows he needs to spend some focused time on the words so that his ELs will feel confident using them. For example, to teach the general academic vocabulary word *courageous*, Mr. Torres reminds the students where they encountered the word (in the biography they read that morning), provides them with a student-friendly definition (e.g., when you're courageous, you do or say something, even though it's scary), and models how to use the word through multiple examples (e.g., Dolores Huerta was courageous because she protested for people's rights, even when it was difficult). He then assists the students in using the word in a structured exchange with a prompt that promotes thinking and discussion (e.g., How are you courageous at school? Be sure to provide a good reason to support your opinion). He provides a strategically designed open sentence frame that contains the general academic word so that students will be sure to use it meaningfully (e.g., At school, I'm *courageous* when ____.). He prompts the students to share their

responses in pairs and then to ask one another follow up questions that begin with the words *why, when, what, who* and *how*.

In social studies and ELA, Mr. Torres intentionally uses the words he is teaching his students during designated ELD so that his EL students will hear the words used multiple times in multiple situations, and he encourages the students to use the words in their speaking and writing about the heroes they are learning about.

CA ELD Standards (Emerging): ELD.PI.2.1, 5, 11, 12b; ELD.PII.2.5

CA CCSS for ELA/Literacy: SL.2.6, L.2.5, 6

CA HSS Content Standards: 2.5

174

175 Students can also make a difference. Students can continue their
176 development of economic reasoning by Students can work working together in
177 groups to brainstorm problems that exist at their school and in their community,
178 such as litter or bullying. Students can evaluate alternative ways to reach the
179 goal and vote on a solution, which for litter might include hosting a clean-up day,
180 increasing recycling, or working to change a rule. Students can create a plan and
181 work in teams to carry it out. Together they can then evaluate their effectiveness.
182 For example, is there less litter? This activity can be used to help students
183 understand the importance of searching for alternative ways to reach a goal.

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1 Grade Three – Continuity and Change

- 2 • Why did people choose to settle in California? What were the benefits and
3 what were the costs of their decisions?
- 4 • Who were the first people in my community?
- 5 • Why did people choose to move to my community? What were the
6 benefits and what were the costs of their decisions?
- 7 • How has my community changed over time?
- 8 • What is the US Constitution and why is it important?
- 9 • How can I help my community?
10 • What issues are important to my community?
11 • How can I develop my human capital?

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12 Third-graders prepare for learning California history in the fourth grade and
13 United States history in the fifth grade by thinking about continuity and change in
14 their local community. In exploring their local community, students have an
15 opportunity to make contact with times past and with the people whose activities
16 have left their mark on the land by asking questions, reading and analyzing
17 multiple texts, including primary and secondary, engaging in speaking and
18 listening activities, and writing a variety of texts. In third grade, students build on
19 their knowledge of geography, civics, historical thinking, chronology, and national
20 identity. The emphasis is on understanding how some things change and others
21 remain the same. To understand changes occurring today, students explore the
22 ways in which their locality continues to evolve and how they can contribute to

improvement of their community. Finally, teachers introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of cultural and national identity. Students who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. With sensitivity toward children from transient families, teachers can ask students to recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. Discovering who these people were, when they lived here, and how they used the land gives students a focus for grade three.

Teachers should also work collaboratively with their colleagues who teach kindergarten and grades one and two to avoid repetition, as the content themes they begin in kindergarten, such as understanding of and appreciation for American culture and government, geographic awareness, and starting in grade one, economic reasoning, serve as a multi-grade strand that can allow for an extended and relatively in-depth course of study.

38

39 Geography of the Local Region

Throughout California, the geographic setting has had important effects on where and how localities developed. Students begin their third grade studies with the natural landscape as a foundation for analyzing why and how people settled in particular places in response to the question, **Why did people settle in California?** Thus teachers may utilize a variety of primary and secondary sources such as photographs, Internet resources, DVDs, and field trips to

46 establish familiarity with the major natural features and landforms of their county
47 and California including mountains, valleys, hills, coastal areas, oceans, lakes,
48 desert landscapes. As students observe, describe, and compare these features,
49 they learn to differentiate between major landforms, and they begin to consider
50 the interaction between these features and human activity. The teacher can
51 initiate inquiries into human-environment interaction using literature such as *A
52 River Ran Wild*, by Lynne Cherry, and *River Town*, by Bonnie and Arthur Geisert.
53 In conducting research for this activity, students learn to differentiate between
54 major landforms in the landscape and develop an understanding of the physical
55 setting in which their region's history has unfolded.

56 Focusing on a California natural regions map and reader, students can
57 research the ecosystems found near them; the resources provided by these
58 ecosystems; and, the ways that people use them. They investigate the goods
59 and services provided by these ecosystems and how they are used to support
60 human communities (California Environmental Principle I, EEI Curriculum Unit:
61 The Geography of Where We Live 3.1.1–3.1.2)

62

63 **American Indians of the Local Region**

64 In Standard 3.2, students study the American Indians who lived or continue to
65 live in their local region, how they used the resources of this region, and in what
66 ways they modified the natural environment. It is most appropriate that American
67 Indians who lived in the region be authentically presented, including their tribal
68 identity; their social organization and customs; the location of their villages and

69 the reasons for its locale; the structures they built and the relationship of these
70 structures to the climate; the methods they used to get their food, clothing, tools,
71 and utensils and whether they traded with others for any of these things; and
72 their art and folklore. Local California Indian tribes and organizations are
73 important sources of information for describing how indigenous cultures have
74 persisted through time. Teachers may invite local California Indian
75 representatives to share cultural information and help students understand **Who**
76 **were the first people in my community?** Museums that specialize in California
77 Indian cultures are a rich source of publications, pictures, and artifacts that can
78 help students appreciate the daily lives and the adaptation of these cultures to
79 the environment of the geographic region.

80 Working with Tribal and Natural Regions maps, students can describe ways
81 in which physical geography, including climate, affected the natural resources
82 upon which California Indian nations depended. Investigating the plants and
83 animals used by local Indians, students explain how they adapted to their natural
84 environment so that they could harvest, transport, and consume resources.

85 (California Environmental Principle I, EEI Curriculum Unit: California Indian
86 People: Exploring Tribal Regions 3.2.2).

87

88 **Development of the Local Community: Change Over Time**

89 Students are now ready to participate in shared inquiry projects about people
90 who migrated or immigrated to their region and the impact each new group has
91 had on those who came before. The teacher may begin the unit by exploring why

92 people move and settle in particular places by posing the question, **Why did**
93 **people move to our community?** The bilingual picture book, *My Diary from*
94 *Here to There* by Amada Irma Pérez, which recounts the move of one family from
95 Mexico to Southern California for economic reasons might be used to develop
96 conceptual knowledge of push/pull factors. Students can investigate when their
97 families moved to the local region and what brought them here, placing these
98 events on a class timeline. Then, the sequence of historical events associated
99 with the development of the community can be explored. Students may develop
100 a community timeline by illustrating these events and placing these illustrations in
101 sequence with a caption under each. Depending on the local history, this
102 sequence may include the explorers who visited the area; the newcomers who
103 settled there; the economy they established; their impact on the American
104 Indians of the region; and their lasting marks on the landscape, including the
105 buildings, streets, political boundaries, names, and the rich legacy of cultural
106 traditions that newcomers have brought with them.

107 Students observe how their community has changed over time and also why
108 certain features have remained the same, in response to the question, **How has**
109 **my community changed over time?** *The House on Maple Street*, by Bonnie
110 Pryor, demonstrates how a place changes over 300 years and may be used to
111 introduce the study of students' local community. Primary sources, secondary
112 sources and other informational text, specific to their local region, can deepen
113 students' appreciation for and understanding of their community. To better
114 understand how communities function, students compare the kinds of

115 transportation people used, the ways in which people provided water for their
116 growing community and farmlands, the sources of power, and the kinds of work
117 people engaged in long ago. They discover that the changing history of their
118 locality was, at all stages, closely related to the physical geography of this region:
119 its topography, soil, water, mineral resources, and relative location. Students can
120 analyze how successive groups of settlers have made different uses of the land,
121 depending on their skills, technology, and values. Students may observe how
122 each period of settlement in their locality left its mark on the land, and predict
123 how decisions being made today in their communities will impact their
124 communities in the future. Through this focus on place, students also deepen
125 their understanding of California's environment (see Appendix D).

126 To bring earlier times alive, students may study historical photos and observe
127 the changes in the ways families lived, worked, played, dressed, and traveled.

128 Primary sources, such as maps and photographs, can be utilized to observe how
129 a given place, such as Main Street, looked long ago and how it looks today.

130 Students can compare changes in their community with picture displays provided
131 by the teacher. Students can write explanatory texts about the changes over
132 time, using evidence from multiple visual or print sources to support their ideas.

133 The local community newspaper, the historical society, libraries or other
134 community organizations often can provide photos and articles on earlier events
135 in the region. When available, old maps can be a source of discoveries: the
136 location of the early ranchos that once occupied California; how people
137 constructed streets in an earlier day and how many of them and their names

138 survive today; how boundaries have changed over the years and how
139 settlements have grown; how once-open fields have changed to dense urban
140 development; how a river or coastline has changed in location or size because of
141 a dam constructed upstream, a great earthquake in the past, or breakwaters that
142 have been built to change the action of the sea.

143

144 **American Citizens, Symbols, and Government**

145 Third-grade students continue preparing to become active and responsible
146 citizens of their communities, of California, and the United States. In this unit,
147 students focus on developing and understanding citizenship, civic engagement,
148 the basic structure of government, and the lives of famous national and local
149 Americans who took risks to secure freedoms. Through stories and the
150 celebration of local and national holidays, students learn the meaning of holidays,
151 landmarks and the symbols that provide continuity and a sense of community
152 across time. The U.S. Constitution and the Declaration of Independence are
153 reintroduced; students may investigate a question such as **What is the**
154 **Constitution and why is it important?** using informational books such as *A
155 More Perfect Union: The Story of Our Constitution* by Betsy Maestro and Giulio
156 Maestro or the U.S. Constitution by Norman Pearl. Students can discuss the
157 responsibilities of citizens, make a list, or create an illustration of what is
158 considered a “good citizen.” They can also study how this notion has changed
159 over time: for example, how did children living on farms in the 19th century
160 imagine citizenship; how did this change for children in the early twentieth

161 century who worked in factories. What are the similarities and differences?

162 Students learn about the legislative, executive, and judicial branches of

163 government with an emphasis on the local government. Teachers can also use

164 informational texts such as *How the U.S. Government Works* by Syl Sobel well

165 as information from local, state, and United States government Web sites, such

166 as <http://www.Kids.gov>, to help students understand the functions of government

167 and the people who are part of each level and branch. Students can also write a

168 classroom constitution. In a discussion of what to include, teachers can ask

169 questions such as the following: should the constitution protect your rights?

170 Should your responsibilities as citizens be included? To explore the judicial

171 branch of the government, teachers may use literature and role plays by reading

172 *The True Story of the Three Little Pigs* by Jon Scieszka and holding a mock trial

173 of Pig Brothers versus A. Wolf.

Grade Three Classroom Example: Classroom Constitution

(Integrated ELA and History–Social Science)

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the students, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our

American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- What are rules? What are laws?
- Why are rules and laws important?
- What would happen if there were no rules or laws?
- Who makes the rules and laws in school, in our city, our state and our nation?
- Who decides what the rules and laws are?

From there, Ms. Barkley launches students into a close readings of children's versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They will also learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks the students questions such as the following:

Why was it important for the Founding Fathers to write the Constitution? Why is it important to have rules and laws? Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider whey the rules they are listing are important for upholding the kind of behavior that will create a positive classroom culgture and what should happen to that culture if the rules are broken. Afterwards, members of each table group records their individual ideas in the following group graphic organizers.

What is the rule?	Why is it important to have this rule?	Is this rule Constitutional? Does this rule uphold our classroom principles of	What should be the consequence of breaking the rule?
-------------------	--	---	--

		freedom, justice, and equality?	

After a lively discussion in their small groups, during which students revise and add to their individual work as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later, Ms. Barkley engages her students in writing an opinion essay in response to this prompt: **Why is it important for the students in our class to follow our Classroom Constitution?** She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as

a book for the classroom library, “Why Rules in our Classroom Democracy are Important.”

Resources:

The Constitution for Kids: <http://www.usconstitution.net/constkidsK.html>

Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education, 2011.

Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.

CA CCSS for ELA/Literacy: RI.3.1; W.3.1, 4, 5, 7, 8, 10; SL.3.1-6; L.3.1-6

CA HSS Standards: 3.4.1, 3.4.2, 3.4.6

CA HSS Analysis Skills (K–5): Historical Interpretation 1, 3

174

175 Students also learn about American heroes on the national level, such as
176 Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln,
177 Frederick Douglass, Harriet Tubman, Clara Barton, and Martin Luther King, Jr.,
178 as well as leaders from all walks of life who have helped to solve community
179 problems, worked for better schools, or improved living conditions and lifelong
180 opportunities for workers, families, women, and students. By considering the
181 question, **How can I help my community?** students can research accounts of

182 local students, as well as adults, who have been honored locally for the special
183 courage, responsibility, and concern they have displayed in contributing to the
184 safety, welfare, and happiness of others. Students may read biographies or
185 engage in an inquiry project focused on these national and local citizens by
186 reading primary sources, informational books, and historical fiction such as
187 *Separate is Never Equal: Sylvia Mendez and her Family's Fight for*
188 *Desegregation* by Duncan Tonatiuh which recounts one family's involvement in
189 the fight to desegregate schools in California Teachers can invite a local leader
190 to visit the classroom through the Chamber of Commerce, local government or a
191 local nonprofit organization. Students interview the leader about a local problem
192 (for example homelessness or hunger) and how they are helping the community
193 (for example, a food bank, a soup kitchen, or a new law). The speaker can be
194 asked to describe how students could help and what the leader thinks it means to
195 be a citizen. Students work together to plan a class project to address the
196 problem, such as a food drive, a recycling program, a clothing drive, or writing
197 letters proposing or opposing a law.

198

199 **Economics of the Local Region: Choices, Costs, and Human Capital**

200 Students should continue developing their cost-benefit skills. At this point,
201 students should be able to use the terms goal, resource, alternative, advantage,
202 disadvantage, and choice and cost in their discussions. They can begin to put
203 them together to make informed decisions. Students learn to identify some
204 issues that are important in their immediate community and may engage in an

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205 inquiry project or service-learning project related to one of these issues, in
206 response to the question, What issues are important to my community?
207 Informed volunteers in community service or elected officials can be invited to
208 describe some of the arguments on different sides of an important issue facing
209 the community.

210 Students can increase their understanding of human capital and begin to
211 understand that they are in school to develop their human capital so that they
212 can achieve personal goals or make a difference in their lives and in their
213 community. They can recognize the connection between education and
214 development of their human capital. Teachers can invite local leaders to explain
215 how they have achieved their goals and how their education, experience and
216 training made that possible. Development of human capital and control over their
217 lives after school can be a motivator for students. Teachers can continue to use
218 biographies of people who made a difference to illustrate the human capital that
219 enabled these people to achieve their goals.

220 Students can use their burgeoning economic reasoning skills by making a
221 grocery list for the family and deciding which items are more important and which
222 are less important, beginning to develop the skill of setting priorities, and
223 recognize the importance of education in developing their human capital.

224 ~~Students learn to identify some issues that are important in their immediate~~
225 ~~community and may engage in an inquiry project or service learning project~~
226 ~~related to one of those issues, in response to the question, What issues are~~
227 ~~important to my community? Informed volunteers in community service or~~

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228 ~~elected officials can be invited to describe some of the arguments on different~~
229 ~~sides of an important issue facing the community.~~

230 Children's literature such as *Almost Zero* by Nikki Grimes, *A Chair for My*
231 *Mother* by Vera Williams, *When Bees Fly Home* by Andrea Cheng, and *A Day's*
232 *Work* by Eve Bunting as well as informational books are valuable resources for
233 introducing and developing economic concepts.

1 Grade Four—California: A Changing State

2 Introduction

- 3 • Why did different groups of people decide to settle in California? What
4 were the expected benefits and the opportunity costs of their decisions?
5 • What were their experiences like when they settled in California?
6 • How did the region become a state and how did the state grow?

7 The history of California is rich with ethnic, social, and cultural diversity,
8 economic energy, geographic variety, and growing civic community. The study of
9 California history in the fourth grade provides students with foundational
10 opportunities to learn in depth about their state, including the people who live
11 here, and how to become engaged and responsible citizens. California's history
12 also provides students with the opportunity to develop important language and
13 literacy skills, and to learn that history is an exciting, investigative discipline. As
14 students participate in investigations about the past, they will learn to identify
15 primary sources, understand them as a product of their time and perspective,
16 and put them in a comparative context. Students will also learn to make claims
17 (through writing and speaking) about sources and how to use textual evidence to
18 support a claim. In the fourth grade, students will begin to apply cost-benefit
19 analysis to decisions made by historical figures and to continue to investigate the
20 human capital that allows people to achieve their goals.

21 The story of California begins in pre-Columbian times, in the cultures of the
22 American Indians who lived here before the first Europeans arrived. The history

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23 of California then becomes the story of successive waves of immigrants from the
24 sixteenth century through modern times and the enduring marks each left on the
25 character of the state. Throughout their study of California history, students
26 grapple with questions that seek to understand the impact of (im)migration to
27 California, such as, **Why did different groups of immigrants decide to move**
28 **to California? What were their experiences like when they settled? How**
29 **were they treated when they arrived in California?** These immigrants include
30 (1) the Spanish explorers, Indians from northern Mexico, Russians, and the
31 Spanish-Mexican settlers of the Mission and Rancho period, known as
32 “Californios,” who introduced European plants, agriculture, and a herding
33 economy to the region; (2) the Americans who settled in California, established it
34 as a state, and developed its mining, hide trade, industrial, and agricultural
35 economy; (3) the Chinese, Japanese, Korean, Filipino, South Asians
36 (predominantly Sikhs), and other immigrants of the second half of the nineteenth
37 century and the early decades of the twentieth, who provided a new supply of
38 labor for California’s railroads, agriculture, and industry and contributed as
39 entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the
40 twentieth century, including new arrivals from Latin America and Europe; and (5)
41 the many immigrants arriving today from Latin America, the nations of the Pacific
42 Basin and Europe, and the continued migration of people from other parts of the
43 United States. Because of their early arrival in the New World, people of African
44 descent have been present throughout much of California’s history, contributing
45 to the Spanish exploration of California, the Spanish-Mexican settlement of the

46 region, and California's subsequent development throughout the nineteenth and
47 twentieth centuries. To bring California's history, geography, diverse society, and
48 economy to life for students and to promote respect and understanding, teachers
49 emphasize its people in all their ethnic, racial, gender, and cultural diversity.

50 Fourth-grade students learn about the daily lives, adventures, decisions,
51 accomplishments, cultural traditions, and dynamic energy of the residents who
52 formed the state and shaped its varied landscape. There can be multiple
53 opportunities for students to learn what citizenship means by exploring the
54 people and structures that define their state.

55 In grade four, emphasis is also placed on the regional geography of
56 California. Students analyze how the different regions of the state have
57 developed through the interaction of physical characteristics, cultural forces, and
58 economic activity and how the landscape of California has provided different
59 natural resources to different people at different times, from the earliest era to the
60 present. Through an understanding of maps, geographic information, and
61 quantitative analysis, students should come away from their California history
62 course with an understanding of the important interactions between people and
63 their environment.

64 Finally, students will be able to develop chronological thinking by creating and
65 utilizing timelines that document events and developments that changed the
66 course of California history such as pre-Columbian settlements, European
67 settlement, the mission period, the Mexican-American War, the Bear Flag
68 Republic, the Gold Rush, California's admission to statehood in 1850, and the

69 state's rapid growth in the twentieth century. Most importantly, as students delve
70 into various topics and inquiries throughout the year, they should be encouraged
71 to see the big picture and understand a broader historical context rather than
72 simply understanding discrete events and people as isolated features of the past.
73 Teachers can facilitate a broader contextual explanation of California's history by
74 asking investigative and interpretive questions over the course of the year. These
75 questions can include: **When did California grow?** a question that can be
76 explained in demographic, geographic, and economic terms, for example.
77 Students can also consider fundamental questions that help define and
78 understand their home, such as, **Who lived in California? Who led California?**
79 and **How did the state change when it became a state?**

80

81 **Physical and Human Geographic Features that Define California**

82 • How do climate and geography vary throughout the state? How do these
83 features affect how people live?
84 By the fourth grade, students' geographic skills have advanced to the point
85 where they can use maps to identify latitude and longitude, the poles and
86 hemispheres, and plot locations using coordinates. Students locate California on
87 the map and analyze its location on the western edge of North America,
88 separated from the more densely settled parts of the American heartland by
89 mountains and wide desert regions, and understand that California, like much of
90 the West, is arid; fresh water is a scarce commodity. They learn to identify the
91 mountain ranges, major coastal bays and natural harbors, and expansive river

92 valleys and delta regions that are a part of the setting that has attracted
93 settlement for tens of thousands of years. During their study of California history,
94 students will use maps, charts, and pictures to describe how California
95 communities use the land and adapt to it in different ways. As they examine
96 California's physical landscape, students should be encouraged to ask and
97 answer questions about the role of geographic features in shaping settlement
98 patterns, agricultural development, urbanization, and lifestyle in the state. For
99 example, students can investigate the relationship between climate and
100 geography and day to day human activity with questions like this: **How does the**
101 **natural environment affect the type of house you build and how many**
102 **neighbors you have?** or, **How does the environment affect the type and**
103 **quantity of food you eat?**

104 The study of geography is a natural place to integrate technology into the
105 classroom. Students may use Google Earth to zoom in to view regions and
106 landmarks or might annotate a map of California with their ongoing notes about
107 geographic features with an app such as ThingLink.

108 Teachers who wish to design Interdisciplinary or problem-based learning units
109 may connect the study of geography to the *Next Generation Science Standards*
110 through an essential question like: **How does climate, natural resources, and**
111 **landforms affect how plants, animals, and people live?** As students study the
112 major regions of California, they might also explore how rainfall helps to shape
113 the land and affects the types of living things found in a region as part of this
114 larger question.

115

116 **Pre-Columbian Settlements and People**

117 • What was life like for California natives before other settlers arrived?

118 • How did the diverse geography and climate affect native people?

119 California has long been home to American Indian peoples; there is evidence
120 of indigenous populations extending back to at least 9,000 years BC. The area
121 they inhabited was home to the widest range of environmental diversity in North
122 America, from rainy Redwood forests in the north, arid deserts in the east, a
123 cooler Mediterranean climate along the coast, prairie grassland in the Central
124 Valley, and the “cold forest” climate of the Sierra mountain range.

125 In 1768, approximately 300,000 Indians lived in California. Like the natural
126 environment, the native population was also remarkably diverse, in part because
127 of the region’s challenging topography, which made it difficult for people to travel
128 great distances and thus kept many groups isolated. For example, at least 90
129 different languages were spoken by California Indians. Housing varied
130 dramatically, and was usually reflective of the local environment, from sturdy
131 redwood structures in the northwest, to homes constructed from bulrushes (tule)
132 in the southern central valley or redwood bark and pine in the foothills. And while
133 many tribes lived in small dispersed villages, there were examples of relatively
134 high population density, such as settlements of up to 1,000 people living along
135 the Santa Barbara Coast. To develop students’ understanding of how the
136 geography and climate impacted the lives of the California Indians, a teacher
137 might pose a question like: **Why did the houses of the California Indians vary**

138 **so much?** The teacher might identify two regions such as the Northwest and the
139 Southern California desert and ask students to examine a variety of maps
140 including physical, rainfall, and natural resources and make inferences about the
141 types of homes that might have been built in that area using the maps as
142 evidence. The students can then continue their investigation by reading a variety
143 of available sources to corroborate their interpretation.

144 Students learn about the social organization, beliefs, and economic activities
145 of California Indians. Tribes were not unified politically; kinship was the most
146 important form of social organization, with many communities organized through
147 patrilocal lineage. Social life for many California Indians centered on the
148 temescal, or sweathouse, where men gathered in the evenings for several hours
149 often with ritual purposes before hunts or ceremonies. Shamanism, or the belief
150 in spiritual healing, was nearly universal among California Indians, though their
151 uses and specialties varied by region. In the north, for example, shamans were
152 often women, whereas in other parts of the state they were usually men. Some
153 shamans specialized as snake doctors who treated rattlesnake bites. Other
154 shamans were known as Bear Doctors, who dressed themselves in bearskins
155 and claimed to literally transform themselves into a much feared and admired
156 grizzly who sniped at opposing groups. Studying California Native culture through
157 art can be engaging and helpful for students, but teachers should be cautioned
158 against role-playing, simulations, and drama as these sorts of activities can
159 easily be perceived as insensitive.

160 Most California Indians practiced hunting and gathering because the natural

161 environment offered a rich abundance of food; few engaged in horticulture.
162 However, the tribes did have an impact on the natural environment. Students
163 study the extent to which early people of California depended on, adapted to, and
164 modified the physical environment by controlled burning to remove underbrush,
165 cultivation and replanting of gathered wild plants, the use of sea and river
166 resources. In their study of indigenous peoples, students can consider man's
167 complex relationship with the natural environment, by considering the questions
168 that can be derived from California Environmental Principle I, such as **What**
169 **natural resources are necessary to sustain human life?** Contemporary cities
170 and densely settled areas frequently are located in the same areas as these
171 early American Indian settlements, especially on the coasts where rivers meet
172 the sea. In analyzing how geographic factors have influenced the location of
173 settlements, then and now, students have an opportunity to observe how the past
174 and the present may be linked by similar dynamics. (For additional resources,
175 see EEI Unit California Indian People and Management of Natural Resources
176 4.2.1).

177

178 **European Exploration and Colonial History**

179 • Why did Europeans come to California? What were the expected benefits
180 of coming to California, what were the opportunity costs?
181 • How did European explorers change the region?
182 • How did the region's geography impact settlement?

183 In this unit students learn about the Spanish exploration of the New World and
184 the colonization of New Spain. They review the motives for colonization,
185 including rivalries with other imperial powers such as Britain and Russia, which
186 brought Spanish soldiers and missionaries northward from Mexico City to Alta
187 California. Timelines and maps that illustrate trends and turning points during
188 these years can help students develop a sense of chronology and geography.
189 Timelines can be especially helpful in highlighting significant gaps between the
190 years of initial exploration and later permanent efforts at Spanish colonization.
191 The stories of Junipero Serra, Juan Crespi, Juan Bautista de Anza, and Gaspar
192 de Portolá are told as part of this narrative. Students learn about the presence of
193 African and Filipino explorers and soldiers in the earliest Spanish expeditions by
194 sea and land. The participation of Spaniards, Mexicans, Indians from northern
195 Mexico, and Africans in the founding of the Alta California settlements are also
196 noted. Students can use the stories of individual explorers and settlers to connect
197 to broader historical questions and themes like, **Why did people come to**
198 **California? What were the expected benefits, what were the opportunity**
199 **costs? What was the region like when they arrived? and How did they**
200 **change it?** In mapping the routes and settlements of these diverse explorers,
201 students observe that access to California was difficult because of the physical
202 barriers of mountains, deserts, and ocean currents and also due to the closing of
203 land routes by Indians defending their territories from foreigners.
204
205 **Missions, Ranchos, and the Mexican War for Independence**

206 • Why did Spain establish missions; what were their goals? And how did
207 they gain control?
208 • How were people's lives affected by missions?
209 • How did the region change because of the mission system?
210 After studying both indigenous life in California and the motivations and
211 practices of European explorers to the new world, students investigate what
212 happens when two different cultures intersect: **What impact did this encounter**
213 **have upon Native peoples, Spanish missionaries and military, the Spanish /**
214 **Mexican settler population, and California's natural environment?**
215 To secure the northwestern frontier of New Spain, King Charles III began
216 colonizing California in 1769. While soldiers arrived to defend the territory,
217 Franciscan missionaries came to convert native peoples to Christianity. Initially,
218 missions attracted many Indians who were impressed by the pageantry and
219 material wealth of the Catholic Church. Over time, as Spanish livestock depleted
220 traditional food sources and the presence of the Spanish disrupted Indian village
221 life, many other Indians arrived at the missions seeking a reliable food supply.
222 Once Indians converted to Catholicism, missionaries and presidio soldiers
223 conspired to forcibly keep the Indians in residence at the missions. In addition to
224 their agricultural labor at the missions, Indians contracted with Presidio
225 commanders to build presidio fortresses. Cattle ranches and civilian pueblos
226 developed around missions, often built by forced Indian labor. Spanish culture,
227 religion, and economic endeavors, combined with indigenous peoples and

228 practices, all converged to shape the developing society and environment during
229 Spanish-era California.

230 With so few colonists, Spanish authorities believed they could transform
231 Indian peoples into loyal Spanish subjects by converting them to Christianity,
232 introducing them to Spanish culture and language, and intermarriage. The
233 introduction of Christianity affected native peoples, many of whom combined
234 Catholicism with their own belief systems. Vastly outnumbered by native peoples,
235 missionaries relied on some Indian leaders to help manage the economic,
236 religious, and social activities of the missions. Colonists introduced European
237 plants, agriculture, and a pastoral economy based mainly on cattle. (This unit of
238 study may allow for the teaching of the Environmental Principles and Concepts
239 (see Appendix D)). Under the guidance of Fray Junipero Serra 54,000 Indians
240 became baptized at the missions where they spent anywhere from two to fifty
241 weeks each year laboring to sustain the missions.

242 The historical record of this era remains incomplete due to the limited
243 documentation of Native testimony, but it is clear that while missionaries brought
244 agriculture, the Spanish language and culture, and Christianity to the native
245 population, American Indians suffered in many California missions. The death
246 rate was extremely high; during the mission period the Indian population
247 plummeted from 72,000 to 18,000. This high death rate was due primarily to the
248 introduction of diseases for which the native population did not have immunity, as
249 well as the hardships of forced labor and separation from traditional ways of life.
250 Moreover, the imposition of forced labor and highly structured living

251 arrangements degraded individuals, constrained families, circumscribed native
252 culture, and negatively impacted scores of communities. Nonetheless, within
253 mission communities, Indian peoples reconstituted their lives using Catholic
254 forms of kinship—the *compadrazgo* (god parentage)—to reinforce their
255 indigenous kinship relations. Owing to missionaries' dependence on Indian
256 leaders (*alcaldes*) to manage mission affairs, elders who exerted political
257 authority in their Indian villages often assumed positions of leadership in the
258 missions. Mission orchestras and choirs provided yet one more avenue for Indian
259 men to gain positions of importance in the missions. Some mission Indians
260 sought to escape the system by fleeing from the padres, while a few Indians
261 openly revolted and killed missionaries. Sensitizing students to the various ways
262 in which Indians exhibited **agency???** within the mission system provides them
263 with a more comprehensive view of the era. It also allows students to better
264 understand change and continuity over time, as well as cause and effect. For
265 example, students can frame their understandings of the mission system by
266 considering, What incentives led the California Indians to join the Mission
267 Communities? How did their lives of California Indians change during the
268 **Mission Period? How did they stay the same?**

269 California's missions, presidios, haciendas, and pueblos should be taught as
270 an investigation into the many groups of people that were affected by them. It is
271 important for students to realize the economic interdependence of the various
272 groups and institutions. Sensitivity and careful planning are needed to bring the
273 history of this period to life. A mission lesson should emphasize the daily lives of

274 the native population, the Spanish military, the Spanish/Mexican settler
275 population, and the missionaries. The teacher might begin the lesson by asking
276 students: **How were peoples' lives affected by missions?** The teacher may
277 wish to focus on a specific mission if it is nearby and can provide resources, or
278 he/she can focus broadly on the impact of them throughout the region. Once
279 students have learned that they will investigate the multiple perspectives of
280 people who lived during the mission period, the teacher presents carefully-
281 selected primary and secondary sources, as well informational texts written for
282 children that provide information and context about each of the groups of people.
283 Teachers can use literature, journals, letters, and additional primary sources that
284 can be drawn from the local community to provide information about the mission.
285 These sources can be challenging for all reading levels, so it is important for
286 teachers to excerpt and support students when reading dense primary-source
287 texts by providing them with vocabulary support, and making the sources
288 accessible to all learners with literacy strategies.

289 In selecting sources and directing students' investigations, attention should
290 focus on the daily experience of missions rather than the building structures
291 themselves. Building missions from sugar cubes or popsicle sticks does not help
292 students understand the period and is offensive to many. Instead, students
293 should have access to multiple sources that identify and help children understand
294 the lives of different groups of people who lived in and around missions, so that
295 students can place them in a comparative context. Missions were sites of conflict,
296 conquest, and forced labor. Students should consider cultural differences, such

297 as gender roles and religious beliefs, in order to better understand the dynamics
298 of Native and Spanish interaction. Students should analyze the impact of
299 European diseases upon the indigenous population. And as much as possible,
300 students should be encouraged to view sources that represent how missionaries
301 viewed missions and how natives lived there, and the role of the
302 Spanish/Mexican settler population in facilitating the system. In addition to
303 examining the missions' impact on individuals, students should consider its
304 impact on the natural environment. The arrival of the Spanish, along with their
305 imported flora and fauna, catalyzed a change in the region's ecosystem as well
306 as its economy. What had once been a landscape shaped by hunter-gatherer
307 societies became an area devoted to agriculture and the distribution of goods
308 throughout the Spanish empire. Students can analyze data about crop production
309 and livestock in order to better understand how people used the land and
310 intensified the use of its natural resources. (See EEI Unit, Cultivating California
311 4.2.6.)

312 The Mexican War for Independence (1810-1821) ultimately resulted in the
313 end of Spanish rule, and with it, the mission system in California. Criticism of the
314 mission system led to a campaign to secularize the missions as early as the late
315 1700s, when the region was still under Spanish rule. Secularization was never
316 formally instituted, however, until the new Mexican Republic, established in 1823,
317 began to liquidate and redistribute mission lands through land grants to
318 Californios in 1834. Native Californians were supposed to receive half of the
319 mission land, but many did not receive the land they were promised.

320 After independence, Mexico opened California to international commerce.
321 This development attracted merchants, traders, and sailors arrived from the
322 United States and England. During this era, California's population grew in size
323 and diversity. The Spanish government established only about 20 land grants.
324 During the era of Mexican rule, however, the government distributed about 500
325 land grants to individuals. A number of European and American immigrants also
326 acquired land grants from the Mexican government during, including John A.

327 Sutter.

328

329 **The Gold Rush and Statehood**

330 • How did the discovery of gold change California?

331 • How did prospective California migrants use cost-benefit analysis to
332 decide whether to come to California or not?

333 • How did California become part of the United States?

334 • Why did people come to California?

335 With awareness of the physical barriers of the California landscape, students
336 survey the travels of Jedediah Smith, James Beckwourth, John C. Fremont,
337 Christopher "Kit" Carson, and early pioneer families such as the Bidwell and
338 Donner parties. Students learn about the hardships of the overland journey. They
339 might identify many of the push and pull factors (or the expected benefits and
340 opportunity costs) that motivated people in the United States and in other parts of
341 the world to endure the challenges of migrating and decide to move to California.

342 As more American immigrants began to arrive in California in the 1840s,

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343 Mexico was struggling with a brewing border dispute along the Rio Grande River
344 in Texas. At the same time, United States President James K. Polk desired the
345 rich fertile lands of California for the United States. Word of the Mexican–
346 American War being declared in 1846 was slow in reaching California. By then,
347 the troubles between American settlers and Mexicans had begun in earnest. A
348 band of rowdy Americans revolted in June 1846 and took over the city of
349 Sonoma. They raised the Bear Flag for the first time in California and jailed the
350 Mexican governor, Mariano Guadalupe Vallejo. Acting on information that the
351 English and Russians were planning to move in, the American Commodore John
352 Drake Sloat anchored in Monterey, the capital of Alta California, and raised the
353 American flag. Sloat and his crew met no resistance from those living in
354 Monterey. Approximately one-third of the northern half of Mexico, including
355 California, became part of the United States after the United States defeated
356 Mexico in the Mexican–American War of 1846–1848.

357 Unfortunately for Mexico, just as the war was ending, James Marshall
358 discovered a little nugget of gold in California. Students study how the discovery
359 of gold and the spread of its news throughout the world affected the multicultural
360 aspects of California’s population. Applying cost-benefit analysis, s~~s~~Students can
361 compare the long overland route over dangerous terrain to the faster sea route,
362 either via Panama or around Cape Horn. Teachers can read aloud excerpts from
363 Richard Henry Dana, Jr.’s *Two Years Before the Mast*. The arrivals of Asians,
364 Latin Americans, and Europeans are included as part of this narrative. Students
365 can also explore how the gender imbalance between women and men in

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366 California during the gold rush era allowed women who wished to participate in
367 the gold rush to pass as men and led to a number of men to take on women's
368 roles. To bring this period to life, students can sing the songs and read the
369 literature of the day, including newspapers. They might dramatize a day in the
370 goldfields and compare the life and fortunes of a gold miner with those of traders
371 in the gold towns and merchants in San Francisco. Students might also read
372 historical fiction, such as *By the Great Horn Spoon* by Sid Fleischman which will
373 provide an opportunity to incorporate the CCSS Reading Literature standards
374 and allow students to contrast historical fiction with primary sources, secondary
375 sources, and other informational texts. Students may learn how historical fiction
376 makes the story of history come alive but should learn about the problems of
377 using historical fiction as the sole sources of information about a subject or time
378 period.

379 Students may also read or listen to primary sources that both illustrate gender
380 and relationship diversity and engage students' interest in the era, like Bret
381 Harte's short story of "The Poet of Sierra Flat" (1873) or newspaper articles about
382 the life of the stagecoach driver Charley Parkhurst, who drove stagecoach routes
383 in northern and central California for almost 30 years. Stagecoaches were the
384 only way many people could travel long distances, and they served as a vital
385 communication link between isolated communities. Parkhurst was one of the
386 most famous California drivers, having survived multiple robberies while driving
387 (and later killing a thief when he tried to rob Parkhurst a second time). Parkhurst
388 wore a patch over one eye, the result of a kick in the face by a horse. After

389 Parkhurst died in 1879, a coroner discovered that “One-eyed Charley,” was
390 actually a woman and mother. Students also learn about women who helped to
391 build California during these years, such as Bernarda Ruiz, María Angustias de
392 la Guerra, Louise Clapp, Sarah Royce, and Biddy Mason, as well as the
393 participation of different ethnic groups who came to the state during this period,
394 such as those from Asia, Latin America, and Europe, as well the eastern part of
395 the United States.

396 Students consider how the Gold Rush changed California by bringing sudden
397 wealth to the state; affecting its population, culture, and politics; and instantly
398 transforming San Francisco from a small village in 1847 to a bustling city in 1849.
399 The social upheaval that resulted from the lure of gold and massive immigration
400 caused numerous conflicts between and among social groups. The mining
401 camps were one site of conflict, as miners of different ethnicities and races
402 fought for access to wealth. American miners fared best, as California introduced
403 a foreign ~~miners~~miner's tax on non-Americans. Students can read some of the
404 many stories about the California mining camps and explore the causes and
405 effects of conflict in the camps by expressing their ideas in letters to the editor of
406 an 1850s newspaper, or creating virtual museum exhibits about life in a
407 California mining camp.

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408 Another clear example of conflict during the Gold Rush era and early
409 statehood was the loss of property and autonomy for many of the state’s earlier
410 Mexican and Indian residents. In addition, great violence was perpetrated against
411 many Indian groups who occupied land or resources that new settlers desired.

412 Additional harm came by way of the Indian Indenture Act of 1850, which forced
413 many Indians – mostly Indian youth – into servitude for landowners. The Gold
414 Rush also caused irreparable environmental destruction through the introduction
415 of hydraulic mining in the 1850s, which clogged and polluted rivers throughout
416 the state, at great cost to the farmers affected downstream. Examining the
417 development of new methods to extract, harvest, and transport gold during this
418 period allows students to see direct interactions between natural systems and
419 human social systems (California Environmental Principle II), See EEI Unit
420 Witnessing the Gold Rush 4.3.3).

**Grade Four Classroom Example: The Gold Rush (Integrated ELD,
ELA/Literacy, and California History–Social Science)**

Mr. Duarte's fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. As they investigated the question: **How did the discovery of Gold change California?** they read from their history text and other print materials, conducted research on the Internet and presented their findings, wrote scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800's, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history. In particular, students were encouraged to consider the

Gold Rush's impact on the state's size and diversity of population, economic growth, and regional environments.

Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning through the use of a strategy called "Content Links." He provides each student with an 8.5 x 11" piece of paper on which a term they had studied, encountered in their reading, and used in their writing over the past several weeks is printed. The words include both general academic and domain-specific terms, such as **hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock, and boom town**, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it mean? How does it relate to the impact of the Gold Rush on California's economy, population, and/or environment?

To support his English learner (EL) students, most of who are at the late Emerging and early Expanding level of English language proficiency, and other students, Mr. Duarte encourages the class to take a quick look at their notes and other textual resources for their terms in the context of unit of study. Then, Mr. Duarte asks the students to stand up, wander around the classroom, and explain their word and its relevance to the study of the Gold Rush to several classmates, one at a time. This requires the students to articulate their understandings repeatedly, which they likely refine with successive partners, and they hear explanations of several other related terms from the unit of

study. In addition, Mr. Duarte anticipates that hearing the related terms will also help the students to expand their understanding about their own terms and that they will add the new terms to their explanations as they move from one partner to another.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for the students to identify some way to connect their word with a classmate's word. When all of the students find a link, they stand with their partner around the perimeter of the classroom. He then provides the students with a few moments to decide how they will articulate to the rest of the class how their terms relate. To support his EL students at the Emerging level of English language proficiency and any other student who may need this type of support, he provides an open sentence frame (Our terms are related because ____.). He intentionally uses the words "connect," "link," and "related" to provide a model of multiple ways of expressing the same idea.

Mr. Duarte invites the students to share their words, the word meanings, and the reason for the link with the whole group. David and Susanna, who hold the terms **pay dirt** and **profitable**, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits pay dirt it means he will probably have a good

profit. Finally, the students discuss how these terms relate to their larger study on the impact of the Gold Rush on California.

As pairs of students share with the whole group their word meanings and the reasons for their connections, Mr. Duarte listens carefully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to listen carefully and build on the comments of each pair. After all pairs have shared their explanations with the group, Mr. Duarte inquires whether any student saw another word among all the words that might be a good link for their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they tell why. Mr. Duarte then invites the students to "break their current links" and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the concepts represented by the other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also deepen their understandings of the overall significance of such a dramatic and far-reaching event.

CA HSS Standards: 4.3 3, 4.4.2

CA HSS Analysis Skills (K–5): Historical Interpretation 1

CA CCSS for ELA/Literacy: RI.4.4, SL.4.1, L.4.6

CA ELD Standards: ELD.PI.4.1, 11a, 12a; ELD.PII.4.5

421

422 In discussing California statehood, students should consider the link between
423 California's bid to join the Union with the controversy over slavery expansion in

424 the United States. California played an important role in the Compromise of
425 1850, which signaled Congress' desire to balance slave and non-slave
426 representation in government, but also in many ways foreshadowed the
427 impending crisis of the Civil War. Students may discuss a number of questions
428 related to California's statehood and the nation's Civil War. For example,
429 students might consider, whether gold from California helped the Union win the
430 war, how individual Californians supported the war effort, and the role of the
431 California Brigade in the Battle of Gettysburg. Comparisons can also be made
432 between governments during the Spanish and Mexican periods and after
433 California became a state. California's state constitution and the government it
434 created are introduced here, and discussed in further detail in the last unit at the
435 end of the course. The 1849 California Constitution established three branches
436 for the state government: the executive, which includes the governor and related
437 appointees; the legislative, which includes the state Assembly and Senate; and
438 the judicial, which includes the state Supreme Court and lower courts.

439

440 **California as an Agricultural and Industrial Power**

441 • How did California grow after it became a state?

442 • Why did people choose to move to California in the last half of the
443 nineteenth century? What were the expected benefits and what were the
opportunity costs? And why did some Californians oppose migrants?

444 • What role did immigrants play in California's economic growth and
445 transportation expansion?

447 • Why was water important to the growth of California?

448 The years following 1850 brought a transportation revolution, increased

449 diversity, and agricultural and industrial growth to California. The Pony Express,

450 the Overland Mail Service, and the telegraph service linked California with the

451 East. The completion of the transcontinental railroad in 1869 linked California

452 with the rest of the nation. With the help of topographic maps and Mary Anne

453 Fraser's *Ten Mile Day*, students can follow the Chinese workers who forged

454 eastward from Sacramento through the towering Sierra Nevada Mountains,

455 digging tunnels and building bridges with daring skill. They then meet the "sledge

456 and shovel army" of Irish workers who laid the tracks westward across the Great

457 Plains. Completion of the railroad and newly built seaports increased trade

458 between Asia and eastern cities. They also brought thousands of new settlers to

459 California, including the Wakamatsu Tea and Silk Colony from Japan. Students

460 analyze contributions of Chinese and Japanese laborers in the building of early

461 California's mining, agricultural and industrial economy and consider the impact

462 of various anti-Asian exclusion movements. Hostilities toward the large Chinese

463 labor force in California grew during the 1870s leading to the Chinese Exclusion

464 Act of 1882 and future laws to segregate Asian Americans and regulate and

465 further restrict Asian immigration. The Gentlemen's Agreement in 1907, singling

466 out Japanese immigrants, further limited Asian admissions to the United States.

467 Students examine the various ways that Asian Americans resisted segregation

468 and exclusion while struggling to build a home and identity for themselves in

469 California. In explaining a charged and sensitive topic like exclusion, teachers

470 should emphasize the importance of perspective and historical context. Using
471 multiple primary sources in which students investigate questions of historical
472 significance can both engage students and deepen their understanding of a
473 difficult and complex issue. Historical fiction such as Laurence Yep's *Dragon*
474 Gate might also be utilized. To help guide their investigation, students may
475 consider: **Why did people migrate? What were the expected benefits and**
476 **what were their opportunity costs? Describe the human capital of some**
477 **migrants that allowed them to leave their homes and venture into an**
478 **unknown land. Why did some of these migrants face opposition and**
479 **prejudice?**

480 As the state's population continued to expand at the turn of the century,
481 students examine the special significance of water in a state in which agricultural
482 wealth depends on cultivating dry regions that have longer growing seasons and
483 warmer weather than much of the rest of the nation. Students study the
484 geography of water, the reclamation of California's marshlands west of the Sierra
485 Nevada, and the great engineering projects that bring water to the Central Valley
486 and the semiarid south. The invention of the refrigerated railroad car opened
487 eastern markets to California fruit and produce. Students also examine the
488 continuing conflicts over water rights.

489 As California became home to diverse groups of people, its culture reflected a
490 mixture of influences from Mexico; Central America; South America; eastern,
491 southern, and western Asia; and Europe. Students can compare the many
492 cultural and economic contributions these diverse populations have brought to

493 California and can make the same comparisons for California today. Students
494 can conduct research using the resources of local historical societies and
495 libraries to trace the history of their own communities.

Grade Four Classroom Example: Statehood and Immigration to California

During the first half of the school year, students in Gust Zagorites' fourth grade classroom have participated in a number of shared inquiries initiated and guided by Mr. Z. The students are now ready to do more self-directed research. To initiate the project, students are asked to explore a variety of resources including timelines, primary sources, informational books, and websites about the contributions of various groups that came to California during and after the gold rush. Students are encouraged to take notes, write questions, and think about a topic that they are interested in exploring further.

Mr. Z's students are then tasked with picking a topic and asking a question of historical significance about that topic. Mr. Z helps them with this task, by providing sample questions, such as, "Why was this person or group important to California's growth?" "How did this person contribute to the state?" and "How did this person change California?", and providing feedback on those questions students develop independently.

After students have developed their questions, Mr. Z helps his students collect two or three sources related to the topic, including at least one primary source. He directs his students to collect and document bibliographic

information about the sources as well and think about the number and quality of sources.

As his students read and analyze the sources, Mr. Z asks them to develop an explanation that answers their research question, utilizing information from the multiple sources as evidence. Students then write an informational article, synthesizing the information and creating a visual representation to go along with the article. The articles include both an explanation of the person or group under study (the who, what, when, where of the topic), and an explanation of why the person or group under study is important. In other words, how did this place or person connect to the larger history of the state?

As his students complete their individual articles, Mr. Z's whole class draws from their projects to create an opening “big picture” article, a timeline for the magazine, a table of contents, and a cover of the magazine that captures the theme or themes of the individual articles.

CA HSS Standards: 4.3, 4.4

CA HSS Analysis Skills (K–5): Research, Evidence, and Point of View 2,
Historical Interpretation 1

CA CCSS for ELA/Literacy: RI.4.3, RI.4.9, W.4.2, W.4.6, W.4.7, W.4.9b

CA ELD Standards: ELD.PI.4.7, 10a, 10b

496

497 **California In a Time of Expansion**

- 498 • How did the state government form? Who held power in the state?
- 499 • What was life like for California’s increasingly diverse population at the end of the

nineteenth and beginning of the twentieth century?

- How did the intercontinental railroad and other technological advances change the consumption and production patterns of Californians?

California's population and industry expanded in the years after statehood, bringing new challenges and opportunities to the state. In 1879 the state produced a new constitution aimed at reforming some of the problems of corporations that dominated the state (such as arbitrary freight rates imposed by the railroads). This extremely long 1879 state constitution (which the state still has today) established a number of state agencies, provided for independent universities, restricted Chinese labor, eased the farmer's tax burden, and explicitly granted women property ownership rights, among many other things.

Despite the intended reforms, corporations – namely the Southern Pacific Railroad – continued to use their power and money to influence policy makers. Corruption was rampant in California politics; in response, Californians elected the Progressive Hiram Johnson in 1911, and supported such reforms as the initiative, referendum, and recall; bans on gambling, prostitution, and alcohol; as well as the woman suffrage amendment in 1911; and railroad regulation. This era in California history marks an important shift when citizens decided that they have a right and responsibility to directly fix political problems.

Through their studies, students understand the importance of people in supporting and driving this extensive growth, and how the state became a magnet for migrants of all types. Teachers may want to introduce the concept of contingency (the idea that events in the past were not inevitable or preordained)

523 to students: **Did California’s growth have to happen the way it did? What**
524 **conditions fostered the state’s rapid expansion?** Students learn about the
525 role of immigrants, including Latino and Filipino Americans, in the farm labor
526 movement. They also should study migrants, most famously portrayed as Great
527 Depression-era Dust Bowl Migrants in the literary and journalistic works of John
528 Steinbeck and the photography of Dorothea Lange. In addition, students learn
529 about the role of labor in agriculture and industry through studying teamsters and
530 other labor unions. The work projects of the Great Depression - the Central
531 Valley Project and the Hoover Dam – also created the infrastructure for California
532 industry and growth once the economy began to recover. Students learn about
533 the role of banks and study the role of A.P Giannini in the development of
534 banking after the 1906 earthquake.
535 Students learn about other important developments in the push-and-pull of
536 California’s civil rights history in this period. During the economic collapse of the
537 Great Depression, government officials and some private groups launched
538 massive efforts to get rid of Mexicans and Filipinos in California, citing federal
539 immigration law, the need to save jobs for “real Americans,” and a desire to
540 reduce welfare costs. The resulting repatriation drives were done in violation of
541 individual civil rights. Scholars estimate at least one million Mexican Nationals
542 and Mexican Americans were deported from the United States to Mexico;
543 approximately 400,000 of these were from California. Many of those who were
544 illegally “repatriated” returned home during World War II, joining the armed
545 services and working in the defense industry. In 2005, the California State

546 Legislature passed SB 670, the “Apology Act for the 1930s Mexican Repatriation
547 Program,” issuing a public apology for the action and authorizing the creation of a
548 public commemoration site in Los Angeles. In addition, in 1935, Congress
549 passed the Filipino Repatriation Act which paid for transportation for Filipinos
550 who agreed to return permanently to their home country. Students can compare
551 these Depression-era events to the institution of the Bracero Program in 1942,
552 which brought Mexicans back into California (and other parts of the US) to supply
553 farm labor during WWII.

554 World War II was a watershed event in California. By the end of the war,
555 California would be the nation’s fastest growing state, and the experience of war
556 would transform the state demographically, economically, socially, and politically.
557 California played a huge role in America’s successful war effort. The number of
558 military bases in the state increased from 16 to 41, more than those of the next 5
559 states combined. The defense-related industries became critical to California’s
560 economy, helping drive other sorts of development such as the manufacturing
561 sector and the science-technology establishment. These jobs drew enormous
562 numbers of migrants from other parts of the country, provided good jobs to
563 women and African-Americans, and spurred the creation of expansive suburbs,
564 highways, and shopping complexes. The state’s growing economy and
565 population caused enormous stress on the environment, leading to serious
566 issues of air and water pollution, loss of farmland, and loss of important wetlands
567 and bay waters through in-fill. Meanwhile, the stresses of war led to acts of
568 prejudice and racism, including the Zoot Suit Riots of 1943 when American

569 servicemen attacked Hispanics in Los Angeles, and the internment of Japanese-Americans during World War II.

571

572 **California in the Postwar Era: Immigration, Technology, and Cities**

573 • How did California grow in the second half of the twentieth century
574 compared to how it had grown for the previous one hundred years?
575 • Who came to California? And what was life like for newly arrived migrants
576 as opposed to people who had lived in the state for many years?

577 Students in grade four learn about the development of present-day California
578 with its urbanized landscape, commerce, large-scale commercial agriculture,
579 entertainment and communications industries, the aerospace industry in
580 Southern California, and computer technology in the Silicon Valley. Students also
581 consider the important trade links to nations of the Pacific Basin and other parts
582 of the world. Since the beginning of World War II, California changed from an
583 underdeveloped, resource-producing area to the 8th largest economy in the
584 world. an industrial giant. Students analyze how California's industrial
585 development was strengthened after World War II by the building of an extensive
586 freeway system, which in turn led to the demise of the inter-urban railway
587 system, and extensive suburbs to house the growing population in proximity to
588 urban work centers. The extension of water projects, including canals, dams,
589 reservoirs, and power plants, supported the growing population and its
590 expanding need for electrical power and drinking and irrigation water. Students
591 examine the impact of these engineering projects on California's wild rivers and

592 watersheds and the long-term consequences of California's heavy **overdraft**
593 demand on its ground water resources. To understand these large-scale shifts in
594 historical context, students can return to broader framing questions from earlier in
595 the year: **Why did people come to California? How did people shape their**
596 **environments?** and **How and why did the state grow?**

597 A flood of new residents seeking work arrived during and after World War II,
598 establishing an increasingly heterogeneous population and laying the
599 groundwork for important civil rights activism in the state. For instance, in the
600 arena of agricultural labor, students will learn how Cesar Chavez, Dolores
601 Huerta, and the United Farm Workers, through nonviolent tactics, educated the
602 general public about the working conditions in agriculture and led the movement
603 to improve the lives of farmworkers. After learning about Chavez, students can
604 write an essay evaluating the human capital that allowed him to accomplish his
605 goals. To extend students' learning and involve them in service connected to
606 Chavez's values, students might plan a celebration for or participate in a local
607 Cesar Chavez Day (March 31) observance or activities. Students can also study
608 the famous court case *Mendez v. Westminster* (1947), predecessor to *Brown v.*
609 *Board of Education* (1954) that banned the segregation of Mexican students;
610 student activism at San Francisco State University and UC Berkeley in the 1960s
611 that forced the recognition of Asian American identity and history; the occupation
612 of Alcatraz by California Indians in 1969–1971; and the emergence of the nation's
613 first gay rights organizations in the 1950s. In the 1970s, California gay rights
614 groups fought for the right of gay men and women to teach, and, in the 2000s, for

615 their right to get married, culminating in the 2013 and 2015 U.S. Supreme Court
616 decisions *Hollingsworth v. Perry* and *Obergefell v. Hodges*.

617 California also developed a public education system, including universities
618 and community colleges, which became a model for the nation. Students can
619 learn about how education has historically opened new opportunities for
620 immigrant youths as well as native-born residents. They analyze how California's
621 leadership in computer technology, science, the aerospace industry, agricultural
622 research, economic development, business, and industry depends on strong
623 education for all.

624 Students explore the relationship between California's economic and
625 population growth in the twentieth century and its geographic location and
626 environmental factors. They determine the push and pull factors for California's
627 dramatic population increase in recent times such as the state's location in the
628 Pacific Basin, the 1965 Immigration Act, which brought a new wave of Asian
629 immigrants from Korea, India, Vietnam, Laos, and Cambodia, in addition to
630 traditional Asian groups of Chinese, Japanese, and Filipino, the 1980 Refugee
631 Act, the reputation of social and cultural freedom in the cities of San Francisco
632 and Los Angeles, and the state's historical ability to absorb new laborers in its
633 diversified economy. They examine California's growing trade with nations of the
634 Pacific Basin and analyze how California's port cities, economic development,
635 and cultural life benefit from this trade. They learn about the contributions of
636 immigrants to California from across the country and globe, such as Dalip Singh
637 Saund, a Sikh immigrant who in 1957 became the first Asian American to serve

638 in the United States Congress, Civil Rights activists Cesar Chavez and Dolores
639 Huerta, Tech titans Sergey Brin (Google), and Jerry Yang (Yahoo), and Harvey
640 Milk, a New Yorker who was elected to the San Francisco Board of Supervisors
641 in 1977 as California's first openly gay public official. Students learn of
642 California's continued and growing popularity for immigrants, outpacing even
643 New York, as it incorporates growing numbers of immigrants from Asia, Mexico,
644 Central America, the Caribbean, and every other region of the world. As the
645 above examples of success indicate, some of these immigrants have found
646 opportunity in their new home, but immigrants have also faced intense
647 opposition. In 1986, almost three quarters of California voters approved
648 Proposition 63, which established English as the state's "official language." In
649 1994, California voters passed Proposition 187 to deny all social services to
650 undocumented residents. Neither proposition went into effect, but the sentiment
651 behind them created, at times, an unwelcome environment for immigrants to
652 California.

653 This unit will conclude with an examination of some of the unresolved
654 problems facing California today and the efforts of concerned citizens who are
655 seeking to address these issues.

656

657 **Local, State, and Federal Governments**

- 658 • How is the state government organized?
- 659 • What does the local government do?
- 660 • What power does the State of California have?

661 • How do ordinary Californians know about their rights and responsibilities
662 in the state and their community?
663 Throughout the fourth grade social studies course there are opportunities to
664 introduce and weave in civic learning so that this last unit serves as a culmination
665 rather than simply a stand-alone “civics unit”. For example, as students study the
666 major nations of California Indians, they can learn about tribal and village rules
667 and laws, analyzing the purpose of a particular rule through the lens of culture,
668 religion, to maintain order, or safety. As students study the Gold Rush era, they
669 could do a simulation of a mining camp where the miners need some structure to
670 govern their everyday lives. Students could think about ways to solve arguments
671 between miners and set up a camp government with a camp council to make
672 rules and laws, a sheriff to enforce them, and a judge to determine if a rule or law
673 has been broken, as examples of legislative, executive, and judicial branches.
674 With that as a foundation, students finish their studies in the fourth grade with
675 a review of the structures, functions, and powers of different levels of
676 government. In the fifth grade, they will study the origins of the U.S. Constitution
677 in depth, but they leave the fourth grade with a clear understanding of what the
678 Constitution is and how it defines the shared powers of federal, state, and local
679 governments. They also gain an understanding of how the California Constitution
680 works, including its relationship to the U.S. Constitution, and the similarities and
681 differences between state, federal, and local governments, including the roles
682 and responsibilities of each. Students describe the different kinds of governments
683 in California, including the state government structures in Sacramento, but also

684 the governments of local cities and towns, Indian rancherias and reservations,
685 counties, and school districts.

686 Students' understanding of state and local government can be enhanced by
687 visiting local courts, city halls, and the State Capitol. This knowledge is an
688 important foundation for the development of the concepts of civic participation
689 and public service that are explored further at later grade levels. To engage
690 children with their local government representatives, students can conclude their
691 study of California with an in-depth examination of one or more current issues
692 that illustrate the role of state or local government in the daily lives of Californians
693 and in particular, members of their own community.

694

695 **Personal Finance**

696 Students can make a list of things that they buy, create a way to keep track of
697 money spent, demonstrate how to make change, compare prices for the same
698 product from different sources, summarize the advantages and disadvantages of
699 using credit, begin to explore future financial and life goals, learn that people
700 save in financial institutions to earn interest and keep money safe, recognize that
701 all investments have advantages and disadvantages and opportunity costs, and
702 explain liquidity.

703

704

705

Grade Four Classroom Example: Local, State, and Federal Governments

Ms. Landeros' fourth grade class is concluding its study of California history by investigating the local, state, and federal government. To engage her students in a difficult topic, Ms. Landeros asks her class to consider the following question: **Who decides what you learn in school?**

The goal of this activity is to provide students with access to primary source documents; to grapple with different pieces of informational text; and to learn that the state, not the federal government, oversees education. Students begin addressing this question by stating their opinions in small groups.

Representatives from each group are asked to first write down and then share their answers with the rest of the class. Ms. Landeros writes down their responses, asks them to highlight any patterns or trends they see and posts the list on the wall.

Next, Ms. Landeros distributes an excerpt (Article 9, Section 1) from the California Constitution and asks them in groups to highlight any words and phrases that offer clues to answer the question (Section 1 highlights the important role of the state legislature in providing for education). Ms. Landeros uses a large chart with three headings: local government (school district, town, city), state (California) government, and federal government (United States). The students are asked to discuss with a partner if there is any information that would help them answer the investigative question. She then charts the students' answers and evidence from the text under the heading of state

government.

The students then read a short excerpt from their local school district board rules, a teacher contract, or other local guiding document and again highlight any text that details any power the board might have over what is taught. Next, the students are prompted to discuss what they found and the information is added to the local section of the chart.

Finally, Ms. Landeros distributes or projects an excerpt from Section 8 of the US Constitution that reads “Section. 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States,” and Amendment 10 of the US Constitution.

Ms. Landeros asks her students once again to find places that could answer the question: “Who decides who you learn in school?” (Ms. Landeros is prepared to point out that the federal constitution does not specifically address education, if her students don’t recognize this, and to guide their discovery of the fact that education is a state and local power, not federal, which also illustrates the concept of federalism. Before the end of class, students are asked to revisit their answer to the question, “Who decides what you learn in school?” and provide evidence from their reading and chart that the class has constructed.

The following day, students turn their attention to the state government and consider how it works by focusing on a current bill under consideration at the

state legislature. Ms. Landeros supports this investigation by providing students with a variety of sources, as appropriate and relevant, such as copies of bills currently pending in the state legislature, and any newspaper articles, summaries, or opinion pieces about the bill. Ms. Landeros also invites representatives from local legislative office to her class. As students interact with the written material and visitors to their class, Ms. Landeros continues to pose questions and provide visuals that help students reflect on how the state works including the roles of state officials and representatives and how a bill becomes a law. She also provides differentiated literacy support for students so that all children can access the content and inform their thinking.

Ms. Landeros' students conclude their study of government in two ways:

1. Working in groups or individually, students write an essay, taking a position on a particular bill or issue under consideration by explaining the issue to the class, detailing their position, and giving at least one reason for their position. Significant structure and support are provided for some students to complete this, such as sentence starters, graphic organizers for paragraph development, and suggested vocabulary.
2. The students have a reflective conversation. What did they learn about how the state government works? What questions do they have?

CA HSS Standards: 4.5

CA HSS Analysis Skills (K-5): Research, Evidence, and Point of View 2

Attachment 1B
History–Social Science SMC
October 8–9, 2015

CA CCSS for ELA/Literacy: RI.4.1, RI.4.9, RF.4.4, W.4.1, W.4.4, W.4.7,

W.4.9b, SL.4.1, SL.4.2

CA ELD Standards: ELD.PI.4.1, 2, 6, 10a, 10b, 11; ELD.PII.4.1, 4.2a, 4.2b

706

1 **Grade Five – United States History and Geography: Making a**

2 **New Nation**

3 **Introduction**

4 • Why did different groups of people decide to settle in the territory that

5 would become the United States?

6 • How did the different regions of the area that would become the United

7 States affect the economy, politics, and social organization of the nation?

8 • What did it mean to become an independent United States? And what did

9 it mean to be an American?

10 • Why did the nation expand?

11 The fifth-grade course introduces students to important historical questions

12 that will be developed throughout the year-long study: **Why did different groups**

13 **of people decide to settle in the territory that would become the United**

14 **States? How did the different regions of the area that would become the**

15 **United States affect the economy, politics, and social organization of the**

16 **nation? What did it mean to become an independent United States? What**

17 **did it mean to be an American? And why did the nation expand?** The course

18 for grade five presents the story of the development of the nation, with emphasis

19 on the period up to 1800. This course focuses on the creation of a new nation

20 that would be peopled by immigrants from all parts of the globe and governed by

21 institutions influenced by a number of religions, the ideals of the Enlightenment,

22 and concepts of self-government. Students continue to develop the civic and

23 economic skills they will need as citizens in fifth grade, especially as they learn
24 about the nation's foundational documents. Students examine the human and
25 physical geography of the United States by studying present-day maps of the
26 United States and identifying connections with geography and the ethnic,
27 linguistic, and religious settlement patterns that shaped the new nation.

28 The content covered in grade five is expansive, and the discipline-specific
29 skills that are to be taught are equally demanding. In order to both organize their
30 curriculum and allow students to explore the past in-depth, teachers can frame
31 instruction around questions of historical significance. This discipline-specific
32 form of inquiry promotes student engagement, deepens content understanding,
33 and develops student critical thinking.

34 Wherever possible, the past should be explored through the eyes of women,
35 men, and children from a variety of historical groups. Viewing the past from the
36 perspectives of those that lived it is best done through a variety of primary
37 sources. Throughout the year students should be introduced to sources
38 presented in different formats. They should begin to understand that people in
39 the past had different perspectives, and that one goal of learning history is to
40 understand why people in the past lived the way they lived. It is also intended for
41 students to begin to understand why the current world is structured the way it is.

42

43 **The Land and People before Columbus**

44 • How did geography, climate, and proximity to water affect the lives of
45 North American Indians?

46 • How were different groups of North American Indians organized into
47 systems of governments and confederacies?
48 • How were family and community structures of North American Indians
49 similar to and different from one another?

50 In this unit students examine major pre-Columbian settlements. Teachers can
51 frame students' exploration of pre-contact native people by introducing the
52 following question: **How did geography, climate, and proximity to water affect**
53 **the lives of North American Indians?** North American Indians were diverse in
54 their language, culture, social and political organization, and religious traditions.
55 They adapted to and actively managed and modified their diverse natural
56 environments and local resources. Depending on where they lived, pre-
57 Columbian people subsisted through farming, hunting and gathering, and fishing.
58 Their diets included grain crops, local vegetation (roots, plants, seeds), fish and
59 other seafood, and small and large game. They also built distinct structures that
60 adapted their needs for shelter to their stationary or nomadic lifestyles and
61 accommodated the distinct geography and climate of their environments. For
62 example, the Pueblo people of the desert Southwest were and remain an
63 agricultural and a sedentary society; they built cities of stone and adobe and
64 developed irrigation systems. By comparison, many of the indigenous
65 communities of the Pacific Northwest were comprised of skilled fishermen who
66 had settled along the coast. Some tribes of the Great Plains were nomads, while
67 others established permanent villages where they grew a variety of crops. Nearly
68 all Plains tribes hunted bison, and most relied upon the animal as their primary

69 source of food; Woodlands people east of the Mississippi engaged in limited
70 farming and lived in waterside villages seasonally.

71 **How were different groups of North American Indians organized into**
72 **systems of governments and confederacies?** The inhabitants of North
73 America organized varied economies and systems of government. Groups such
74 as the Iroquois, Huron, Cherokee, Navajo, Creek, Hopi, Algonquin, and Lakota
75 (Sioux) established pueblo-city states, tribelets, native bands, confederacies, and
76 nations. Communal councils led by chiefs or elders formed the basis of local
77 governance in many villages or settlements; some included female advisers.
78 Traditional commerce involved exchanging and bartering commodities of regional
79 significance and abundance, including salt, shells, beads, timber, agricultural
80 products, abalone, fish, flint, and fur. Teachers may have students consider the
81 importance of trading networks as a means of disseminating goods, and the
82 value of information such as technology, agricultural practices, and religious
83 beliefs (for example, animism and shamanism). This exercise will also help
84 students grasp the environmental geography of North America by exploring
85 which resources and trade goods originate in specific regions and why.

86 Students can explore the social and cultural diversity of American Indians by
87 addressing this question: **How were family and community structures of**
88 **North American Indians similar to and different from one another?** Students
89 learn how American Indians expressed their culture in art, music, and dance.
90 They also gain a fuller understanding of how gender roles and family life varied
91 between different tribes by examining the multiple roles and influence of women

92 within American Indian communities. Students are introduced to the rich legends
93 and literature of American Indian cultures and their spiritual traditions about
94 people's relationship to the earth. Finally, students should appreciate the
95 diversity of Native American communities and connect this national story of
96 diverse natives to their fourth-grade studies of California Indians.

97

98 **Age of Exploration**

- 99 • Why did Europeans explore? What were their incentives and what were
100 the risks?

- 101 • What exchanges were established as a result of the age of exploration?

- 102 • How did European exploration affect specific world markets?

- 103 • How did European explorers and natives view each other?

104 Students begin their study of the period by investigating this question: **Why**
105 **did Europeans explore?** In this unit students concentrate on the expeditions of
106 the early explorers and learn about the explorers' European origins, motivations,
107 journeys and the enduring historical significance of their voyages to the

108 Americas. This is an opportunity to introduce students to the concept of
109 entrepreneurship. How did the explorers exhibit the characteristics of
110 entrepreneurs? How do these characteristics exhibit themselves today? Several

111 important factors contributed to the age of exploration: religious and political
112 conflict in Western Europe, advances in nautical technology and weaponry, and
113 European competition over access and control of economic products and
114 economic resources overseas. The global spread of plants, animals, people, and

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115 diseases (Columbian Exchange) beginning in the fifteenth century transformed
116 the world's ecosystems. The exchanges spread new food crops and livestock
117 across the world and initiated the period of European global expansion. The early
118 “globalization” dramatically affected world markets for gold, spices, furs and
119 many other products and influenced the global balance of wealth and power for
120 centuries. The exchanges also had a devastating impact on indigenous
121 populations in the Western Hemisphere, due to the spread of illnesses, such as
122 measles and smallpox, for which the native populations had no natural immunity.

123 Students learn about early exchanges by examining this question: **What**
124 **exchanges were established as a result of the age of exploration?** European
125 explorers sought trade routes, economic gain, adventure, national recognition,
126 strategic advantages, and people to convert to Christianity. *Pedro’s Journal* by
127 Pam Conrad enlivens these journeys for students. The early explorers traveled
128 the globe through innovative use of technological developments acquired from
129 other civilizations: the compass, the astrolabe, and seaworthy ships. Explorers
130 and crews embarked on precarious ventures with unknown outcomes. Teachers
131 encourage students to using cost-benefit analysis, imagine the aspirations,
132 concerns, and fears of the explorers and their crews; excerpts from letters that
133 European explorers like Christopher Columbus wrote to the sponsors of his
134 voyages can help students understand that all historical actors have agendas
135 and perspectives. Students can trace the quest for a sea route to the east,
136 stating the reasons that Western Europeans were geographically situated to lead
137 the quest, how Columbus, da Gama, and Magellan pursued the search, the

138 implications of their voyages on the market for spices in ‘Europe, and the impact
139 of their journeys on the power of Genoa, Venice, Portugal, England and the
140 Netherlands. Studying explorers is an opportunity to deepen students’
141 understanding of contingency in history: the acknowledgment that historical
142 figures frequently acted without knowing the consequences of their actions. For
143 example, **What happened when Europeans encountered indigenous**
144 **people? How were Europeans received when they returned home with**
145 **native people, animals, plants, and even gold?** Students can consider how
146 these encounters might have changed if conditions had been different, if, for
147 example, the Europeans, had returned home from their voyages with exotic
148 spices and silk.

149 In the study of the early explorers, students trace and learn the routes of the
150 major land explorers of the United States, the distances traveled, and the Atlantic
151 trade routes that linked Africa, the West Indies, the British colonies, and Europe.
152 Through mapping exercises, students record and analyze the land claims by
153 European explorers from Spain, France, England, Portugal, the Netherlands,
154 Sweden, and Russia in North and South America on behalf of their monarchs or
155 sponsors. Students can also compare each country’s purpose in exploration and
156 colonization, while noting similarities and differences in religious and economic
157 motives. (The study of the early European explorers provides an opportunity to
158 demonstrate the complimentary roles played by government, economics,
159 geography and history in a story well told.)

Commented [JC1]:

Commented [JC2]: I don’t understand this statement. They did return home with spices and silk???

161 **Cooperation and Conflict in North America**

162 • How did European explorers and settlers interact with American Indians?

163 • How did American Indians change as a result of the arrival and settlement
164 of European colonists?

165 • What role did trade play in both cooperation and conflict between and
166 among European settlers and Why did American Indians? fight with each
167 other? Why did they fight with European settlers?

168 Students investigate the relationships by of natives and Europeans by
169 exploring this question: **How did European explorers and settlers interact**
170 **with American Indians?** The arrival of Europeans in North America in the late
171 fifteenth century set into motion cross-cultural interactions defined by cooperation
172 and conflict among the American Indians and between the Indian nations and the
173 new settlers. In what the Europeans termed as the “New World,” they competed
174 with one another and the Indian nations for territorial, economic, and political
175 control. By the seventeenth century, the French had established Nova Scotia and
176 Quebec, the English Jamestown and Massachusetts Bay Colony, the Spanish
177 New Spain, and the Netherlands New Amsterdam.

178 **How did American Indians change as a result of the new settlers?** In the
179 territory that would become the United States, individual Indian nations
180 responded differently to European settlement. In response to the European
181 settlers, some American Indians declared war in defense of their sovereignty.
182 Others remained neutral. Whether in conjunction with each other or through
183 independent compacts and treaties, many of the American Indians negotiated

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184 terms for co-existence. Indian nations cooperated with Europeans and one
185 another in the areas of agriculture, ~~fur~~-trading, military alliances, and cultural
186 interchanges, especially in the Great Lakes region where French traders
187 depended on such relationships for the success of their mission. Europeans
188 introduced new food crops and domestic livestock that diversified the diets of the
189 American Indians. This exchange dramatically altered the natural environment
190 and introduced diseases that decimated many American Indian tribes. English
191 explorers and colonists were fascinated by American Indian culture, but
192 condemned most of their traditions and practices as savage because they were
193 different from their own way of life and as devilish because they were not
194 Christian. Historical fiction, such as *Encounter* by Jane Yolen or *The Birchbark
House* by Louise Erdrich, encourages students to consider the two worlds'
196 cultural perceptions and experiences during their first encounters.

197 For a time, Indian nations and European settlers co-existed. as trade created
198 economic interdependence. Native peoples served as independent traders and
199 mediators. European settlement brought the American Indian population a more
200 diverse selection of food and improved their tools for cooking, hunting and
201 warfare. This co-existence was short-lived, however. Broken treaties,
202 skirmishes, and massacres increasingly came to characterize the relationship
203 between the ~~national~~ groups. Students can consider this question: **Why did**
204 **American Indians fight with each other? Why did they fight with European**
205 **settlers? What role did trade play in promoting peace and causing war?**
206 American Indian resistance included armed conflict, rejection of European culture

207 and political authority, reappraisal of native spiritual traditions, and the creation of
208 military, political, and economic alliances among American Indian nations and
209 tribes. Of particular concern to American Indians in the seventeenth and
210 eighteenth centuries were permanent European settlements and the expansion
211 of commercial farming on native land. The American Indians resisted
212 encroachments to their territories for more than two centuries. Major armed
213 conflicts included the Powhatan Wars in Virginia (1622–1644), the Pequot War
214 (1637) and King Philip’s War (1675) in New England, and in Ohio country, Lord
215 Dunmore’s War (1774), brought on by Chief Logan’s retaliation for the killing of
216 his family.

217 Students might engage in an activity in which they collect information about
218 how and why Indian wars developed. They can organize this information by
219 noting: who was involved in the conflict (for example, British leaders or specific
220 tribes); when the conflict(s) developed; what was the circumstance of the conflict
221 (was it related to depleted resources or lack of power, for example); what kind of
222 conflict did it become; what was the outcome of it. Once students have collected
223 and organized this information, they can put it in a comparative context by
224 creating a timeline or map. With this information side-by-side, students can begin
225 to extract larger meaning and identify parallels in how or why conflicts developed
226 and the consequences of such conflicts.

227 The presence of the Europeans exacerbated historical tensions among
228 nations. Lucrative trade with Europeans trumped and superseded traditional
229 inter-Indian trading networks. This changed trade patterns that existed prior to

230 European arrival. Additionally, land disputes among American Indians, such as
231 the Iroquois, Huron, and Sioux, led to armed warfare (made more violent with the
232 introduction of gunpowder and horses), involved new military alliances with
233 European settlers, and redefined boundaries of political and economic influence.
234 Certain military alliances proved critical. The Iroquois, for example, played a
235 decisive role in the outcome of the French and Indian War (1754-1763), also
236 known as the Seven Years' War. The conflict pitted British forces against French
237 soldiers over control of the Upper Ohio River Valley. The Iroquois provided
238 invaluable support and knowledge of native terrain to inform the British military
239 strategy.

240

241 **Settling the Colonies**

242 • Who settled in North America and why did they choose to live where they
243 did?

244 • Why did the Virginia Company finance settlements English settlers chose
245 to live on the North Atlantic seaboard?

246 • What was daily life like for those who settled in the southern colonies?
247 Those who settled in New England?
248 • Why did Jamestown settlers have a high mortality rate? Why did so many
249 settlers die and how did they eventually reverse this trend?
250 • How did people work in the colonies? Why did indentured servitude start
251 and how did it transition to slavery?

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252 • How did the middle colonies differ from New England and the southern

253 colonies in terms of geography, economic activity, religion, and
254 government?

255 Students can begin their studies of North America by examining this question:

256 **Who settled in North America and why did they choose to live where they**

257 **did?** A brief overview of French and Spanish colonization in the New World
258 introduces students to the different groups of people who met on the North
259 American continent. Unlike British colonies which were populated by colonists
260 who made money primarily through agriculture, Spanish and French colonies
261 were, in general, more transient, less focused on profiting from agricultural
262 commodities, and more focused on extracting mineral wealth and hides. These
263 different intentions for the colonies made the administration and settlement of the
264 British, French, and Spanish colonies look different. Major emphasis in this unit is
265 placed on the English colonies, where the settlers and colonists shaped the
266 economic and political values and institutions of the new nation. Students
267 chronicle and evaluate how the British colonial period created the basis for the
268 development of political self-government and a free-market oriented economic
269 system.

270 Students can survey the evolution of the thirteen colonies by addressing

271 these questions: What was the Virginia Company and why did the
272 stockholders finance settlements Why did English settlers choose to live
273 on the North Atlantic seaboard? What was daily life like for those that
274 settled in the southern colonies as opposed to the middle colonies and

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275 **New England?** The original thirteen colonies differed regionally in their
276 economic, political, religious, and social development. As students compare and
277 contrast colonies, teachers guide students in considering how geography and
278 climate affected their establishment and organization. **Why did seaport cities**
279 **become more prominent in New England and the Middle Colonies, and**
280 **what effect did this have on commerce in the regions? Why did plantations**
281 **dominate in the South while family farms flourished in New England?**
282 Students study how geography affected settlement, economic development, and
283 the political organization of the colonies. Religious orientation also contributed to
284 the variation in the colonies' social and political structure.

285 *Southern Colonies*

286 While initial ventures to the mid-Atlantic coast were not intended to establish
287 permanent agricultural communities, over the course of the early 1600s southern
288 colonies developed a highly-profitable agricultural-based economy. The 1607
289 settlement of Jamestown in the Chesapeake Bay region was a risky venture, in
290 light of the failure of its predecessors. Students can explore the following
291 questions as they investigate the first colony: **Why did Jamestown settlers**
292 **have a high mortality rate? Why did so many settlers die and how did they**
293 **eventually reverse this trend?** Virginia's first immigrants included a small
294 number of lesser gentry and laborers, including indentured servants, who made
295 up the largest segment of the population. Virginia was at first an all-male colony,
296 and even after women began to arrive the gender ratio remained skewed
297 throughout most of the seventeenth century. This social structure posed

298 significant challenges for a society that saw family as a principal agent of order,
299 economic production, and basic sustenance. For the first several years of the
300 Virginia's existence, the mortality rate remained quite high.

301 Captain John Smith worked to stabilize the colony by directing the digging of
302 wells, the planting of crops, and the construction of shelter. He also introduced a
303 system of incentives based on property rights, proclaiming that people who didn't
304 work didn't eat. John Rolfe's suggestion of growing and selling tobacco ensured
305 Jamestown's economic livelihood and led to the formation of the plantation
306 economy. Students can explore the implications of this event. **Why was tobacco**
307 **grown on large plantations? What type of work force was required? What**
308 **was the social life of the plantation?** To develop a deeper understanding of
309 the deprivations settlers endured, teachers can help their students analyze John
310 Smith's account in "The Starving Time," 1609. Teachers may also want to
311 supplement their students' historical inquiries of Jamestown with Elisa Carbon's
312 work of historical fiction, *Blood on the River: Jamestown 1607*. Archaeological
313 information from the work being done at the Jamestown site can also aid
314 teachers in instructing students about ongoing historical research.

315 Students can explore the evolution of the labor system in the colony by
316 framing their studies around this question: **How did people work in the**
317 **colonies? Why did indentured servitude start and how did it transition to**
318 **slavery?** The first Africans arrived in Jamestown in 1619. In seventeenth-century
319 colonial Virginia, some Africans came as indentured servants, while others had
320 been sold or traded as enslaved labor. A few gained their freedom. Changing

321 economic and labor conditions and racial presumptions of inequity contributed to
322 the tobacco planters' increasing reliance on slavery as a major source of labor.
323 Starting with Maryland in 1641 (technically a middle colony), laws spread to
324 southern colonies that codified slavery throughout the Atlantic Seaboard. By the
325 1680s, the institution of slavery was firmly established as part of colonial
326 economies. Students can study maps, ships' logs, and other primary sources to
327 clarify the eighteenth-century trans-Atlantic slave trade that linked Africa, the
328 West Indies, the British colonies, and Europe.

329 Literature, such as *To Be a Slave* edited by Julius Lester and Tom Feelings
330 and *Many Thousands Gone* by Virginia Hamilton, offer opportunities for teachers
331 to engage students in many different aspects of the institution of slavery.
332 Students can use their growing sense of historical empathy to imagine, discuss,
333 and write about how these young men and women from Africa may have felt,
334 having been stolen from their families, transported across the ocean in a brutal
335 voyage, known as the "Middle Passage," to a strange land, and then sold into
336 bondage. This is an appropriate time to reflect on the meaning of slavery both as
337 a legal and ~~institution~~ economic institution and as an extreme violation of human
338 rights. Students can begin to investigate the problem that identifying human
339 beings as property caused and extend their sense of historical empathy by trying
340 to imagine what it would feel like to know that you could be sold and bought and
341 separated from your spouse or children at any time. Students will also learn the
342 different forms of slave resistance—arson, feigning illness, poison, breaking
343 equipment, forming communities, maintaining African traditions and culture, and

344 rebelling or running away. Primary source documents, such as excerpts from
345 slave narratives like Olaudah Equiano’s, historical newspaper ads, handbills, and
346 southern laws concerning the treatment of slaves, provide students with direct
347 insights into the condition of slavery.

348 In their study of Virginia, students understand the importance of the House of
349 Burgesses as the first representative assembly in the European colonies. **How**
350 **did Virginia’s status as a royal charter and government affect the political**
351 **rights of the settlers? Who was allowed to vote? Who was excluded?** They
352 also learn the meaning of the *established church* as Anglicans in Virginia
353 understood it. This period is rich in opportunities to deepen students’
354 understanding of American democracy through role plays and simulations. For
355 example, students can list the basic “rights of Englishmen” claimed by colonists
356 and create brief dramatizations of the ways colonists sought to preserve these
357 rights. Students can also participate in a mock town hall meeting in which they
358 take and defend positions on an issue in eighteenth-century colonial America.

359 Beyond Virginia, the founding of southern colonies ranged in purpose and
360 organization. Teachers assist students in determining how geography and
361 climate affected the southern colonies’ agricultural production. For example,
362 tobacco cultivation dominated in Maryland; in Georgia and North and South
363 Carolina, humid, swampy fields were conducive to rice farming.

364 *Life in New England.*
365 New England provided a dramatic contrast with the southern colonies. Two
366 groups of Christians sought to live on the basis of their religious beliefs: the

367 separatist Pilgrims, who broke with the Church of England, and the reformist
368 Puritans, who sought to purify the church from within. The following question can
369 frame students' initial explorations of New England: **Why was New England**
370 **settled as a religious refuge? How did New England compare to Virginia in**
371 **terms of economy, political organization, and social groups?**

372 The story of the Pilgrims begins with their flight from England and religious
373 dissent from the Church of England, their temporary haven in the Netherlands,
374 and their voyage to the New World aboard the *Mayflower*. After an arduous trip,
375 41 male “saints” organized and joined in signing the Mayflower Compact to
376 “covenant and combine our selves together into a civil body politick.” Led by
377 William Bradford, the Pilgrims settled Plymouth in 1620. In keeping with the
378 times, they did not ask women to sign. This is a powerful opportunity to discuss
379 the meaning of self-government, gender norms within society and religion, and to
380 reflect on the importance of political rights. Teachers may also lead their students
381 in a discussion of the Pilgrims’ religious beliefs, oppression in England, and how
382 they differed from the Puritans. Nathaniel Philbrick’s historical fiction, *The*
383 *Mayflower and the Pilgrims’ New World* could supplement students’ examination
384 of the Pilgrims.

385 Initially upon the settlers’ arrival in North America, American Indians aided
386 them. Over time, relations between the colonists and American Indians grew
387 violent over land rights and trade alliances. Increasingly outnumbered,
388 outgunned, and ravaged by diseases, the native population declined.
389 As students examine the era, teachers help them to analyze the work of men,

390 women, and children to get a sense of every family member's function in the
391 colonial home. In a preindustrial environment, most married men worked on the
392 family farm and spent much more time with the children, especially sons, than in
393 the nineteenth and twentieth centuries, when more men spent time working away
394 from home. Women were also actively involved in economic production: not only
395 did they learn, practice, and pass on to the next generation skills relating to the
396 production of food, clothing, and medicine, but they often did farm work and were
397 expected to step into their husbands' roles if they were ill or away from home.
398 Women were also active and influential in their communities and church
399 congregations.

400 The Puritans had an enduring influence on American literature, education,
401 and attitudes toward life and work. Inspired by their religious zeal, Puritans
402 sought to establish "a city upon a hill," where they might live out their religious
403 ideals. Led by John Winthrop, they founded Boston and within ten years had
404 opened Harvard College and the first common school in Massachusetts. They
405 valued hard work, social obligation, simple living, and self-governing
406 congregations. Their religious views shaped their way of life, clothing, laws,
407 forms of punishment, education practices, gender expectations, and institutions
408 of self-government. Puritans believed that God created women as subordinate
409 companions to men. Women who challenged male authority or, because of their
410 practical situation were free from male control (through widowhood, for example),
411 could end up being identified with Satan's rebellion against God's authority; four-
412 fifths of those accused of witchcraft in colonial New England were women.

413 Although they came to Massachusetts to escape religious persecution, the
414 Puritans established a society intolerant of religious dissent and diversity. An
415 examination of the experiences of Roger Williams and Anne Hutchinson reveals
416 the Puritans' intolerance of religious dissent and their insistence that women
417 firmly conform to their gender expectations. At the same time, the stories of Anne
418 Hutchinson and Roger Williams are milestones in the development of religious
419 freedom in Connecticut and Rhode Island. Avi's *Finding Providence: The Story of*
420 *Roger Williams*, offers students the perspective of Williams' daughter, Mary.
421 Teachers may wish to teach a lesson that highlights Puritan society and its lack
422 of toleration for dissent by focusing on the trials of Williams and Hutchinson.
423 Teachers can ask students to investigate the question: **Why did Puritans**
424 **banish Hutchinson and Williams?** By introducing excerpted trial testimony that
425 highlights how different members of the community viewed the offenders,
426 students can begin to understand what dissent meant to colonial governments
427 and churches. Students can re-enact either or both trials by having students read
428 testimony, serving as attorneys, and having other serve as jurors. Collectively,
429 the class can develop an answer to the investigation question.
430 *The Middle Colonies.*
431 **How did the middle colonies differ from New England and the southern**
432 **colonies?** The colonies of Maryland, New Amsterdam, New Jersey,
433 Pennsylvania, and Delaware provided havens for a wide variety of ethnic,
434 linguistic, and religious groups, including English, Dutch, Swedish, German, Irish,
435 Scottish, Catholic, and Jewish settlers. Mapping activities can reveal to students

436 the diversity of these colonies. In identifying the religious, national, and political
437 origins of the colonies, students discover that Catholics established Maryland as
438 a political and religious refuge but became outnumbered by Protestants in search
439 of free land. In Pennsylvania, William Penn founded a Quaker colony that
440 practiced religious tolerance and representative government. Quakers believed
441 that divine truth was revealed not only through the Bible but also through an
442 “inner light” within each human being, regardless of social status, educational
443 attainment, or gender. Quakers believed that women could take a leading role as
444 preachers of religious truth; many of their contemporaries saw this perspective as
445 ridiculous and dangerous.

446 Industrious farmers, fur traders, skilled craftspersons, indentured servants,
447 slaves, merchants, bankers, shipbuilders, and overseas traders made
448 Pennsylvania prosperous. Fertile soil and mild climate enabled the middle
449 colonies to thrive and led to the development of New York and Philadelphia as
450 busy seaports. As opposed to the generally homogenous colonies to the south
451 and north, the middle colonies developed as more diverse and urban trading
452 centers. It was here – especially in the aftermath of the Seven Years War (1754-
453 1763) – that the ideas of the American Revolution were seeded; colonists began
454 to discuss similarities that they shared with one another while noting differences
455 among themselves and between themselves and the British. Excerpts from
456 Benjamin Franklin’s *Autobiography*, his annual *Poor Richard’s Almanac*, and his
457 story “The Whistle” as well as Margaret Cousins’s *Ben Franklin of Old
458 Philadelphia* give students a sense of these times.

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459

460 **The Road to War**

461 • Why did colonists start to rebel against Great Britain?

462 • Who were the Patriots? And what were their grievances?

463 • What were the goals of the Declaration of Independence?

464 The events leading to the Revolutionary War may be presented as a dramatic

465 story, but should continually emphasize contingency; it was not until 1776 that

466 colonists united in their declaration of independence. **In the years leading up to**

467 **the American Revolution, most colonists always imagined themselves as British**

468 **and sought to resolve disputes with the British Empire peacefully.** With this in

469 mind, students can investigate the following: **Why did colonists start to rebel**

470 **against Great Britain?**

471 The British efforts to exert more power over the colonies were met with

472 spirited resistance from the American colonists. King George and British

473 legislators felt that the French and Indian War had been fought to protect the

474 colonists. They also believed that the conflict had drained the British treasury and

475 that the colonists should be taxed to cover the costs of the war. Parliament's

476 efforts to assert imperial sovereignty over the colonies and impose taxes

477 because of the debts incurred during the French and Indian War, fueled a

478 growing dissatisfaction with Parliament among colonists, particularly among

479 those who firmly believed that only the colonial assemblies were empowered to

480 raise taxes. Students should become familiar with the Stamp Act of 1765 and the

481 colonists' outrage toward it; the Townshend Acts that again stirred protest and

482 led to the Boston Massacre; the formation of the Sons of Liberty; the tax on tea
483 that provoked the Boston Tea Party; and the Coercive Acts, designed in part to
484 punish colonists for their destruction of tea. They should recognize the
485 cumulative impact that these laws had on the economic well-being of different
486 groups within the colonies. Despite these struggles, many colonists still
487 perceived themselves as fully British, but resistance against British rule grew,
488 culminating in the convening of the first Continental Congress of 1774 and the
489 Committees of Correspondence, which established communication between the
490 colonies and began to forge forged a new national identity based on opposing
491 British policies. Students can connect these events together by addressing this
492 question: **Who were the Patriots? And what were their grievances?**

493 In discussing the conflict, students can read excerpts from speeches in the
494 Parliament by William Pitt and Edmund Burke, whose pleas for moderation were
495 ignored. Students learn that a third of the colonists remained loyal to King
496 George III and many others were undecided. For example, John Dickinson of
497 Pennsylvania argued against independence and promoted reconciliation. He
498 maintained that independence would lead to chaos. Philadelphia merchant
499 Thomas Clifford complained: “Independence would assuredly prove
500 unprofitable.” He feared that France and Spain would become predators upon
501 the colonies without British protection.

502 To understand the economic impact of British legislation, students should
503 understand the different types of taxes that were legislated by Parliament (the
504 Sugar Act, Stamp Act, Tea Act) and ways in which those taxes affected different

505 groups within the Colonies. The closing of Boston Harbor had a disastrous effect
506 on merchants, sailors, dockworkers, and everyone else who depended on these
507 workers and those who depended on imports for survival. Students can relate
508 taxes in colonial times to taxes today, recognizing the difference between gross
509 income and take home pay. To understand the Currency Act, students must
510 understand the effect of an unregulated currency supply on inflation and the
511 effects of inflation on lenders and borrowers.

512 Students study Thomas Paine's *Common Sense*, published in January 1776.
513 Paine galvanized support for independence by persuasively arguing that America
514 needed to break free from a government that violated the natural rights of its
515 citizens. "We have it in our power, to begin the world over again... the birthday of
516 a new world is at hand," Paine promised. Paine also argued for unification of the
517 colonies and for a historically-unstable system of representative government.
518 Over 120,000 copies of *Common Sense* sold within its first few months of
519 publication.

520 Paine's arguments became the foundation of the Declaration of
521 Independence, drafted by Thomas Jefferson. Students should consider the
522 following question: **What were the goals of the Declaration of Independence?**
523 Influenced by leading Enlightenment thinkers as well as other revolutionaries, the
524 Declaration of Independence listed grievances against King George, outlined a
525 social contract between the government and the governed, and declared
526 independence from Great Britain. Teachers should help students read and
527 understand the Declaration, given its importance to American history and its

528 relevance today. Although written in the eighteenth century, its discussion of
529 natural rights and the relationship between the governed and the government
530 became pillars of American democracy. To focus student attention on these
531 important concepts, teachers can engage students in structured group projects to
532 consider the implications of selected quotes from the document, including,
533 “created equal,” “inalienable rights,” and “consent of the governed.” In an essay
534 or presentation, students might explain one or two of the major ideas expressed
535 in Declaration of Independence to illustrate the connections to the Enlightenment,
536 or conversely, to investigate how the document condemned Great Britain.

Grade Five Classroom Example: Road to Revolution Unit

Students in Ms. Cheek's fifth grade class have just analyzed several paintings that depict events from the American Revolution. Students worked in pairs to note their observations of details in the paintings, make inferences, and list their questions. The students infer from the battle scene that some type of war was going on and that it was in the past by the type of clothing and weapons that are depicted. Questions include: What is going on? Who is fighting? What does it look like they are fighting for? When did this happen? Ms. Cheek asks the students to discuss what causes wars and people to fight and she charts their answers.

Ms. Cheek shares the titles of the paintings and dramatically asks, “How did this Revolutionary War happen? What could have possibly occurred that made the colonists want to revolt against their king and country? She then lets the

students know they will be investigating to find out the answer to the questions:

What led up to the Revolutionary War? What events, people, or ideas were the most important in convincing people to revolt and go to war?

To develop the big picture, students are assigned in pairs to research events, people, and ideas (for example, the Stamp Act, Boston Massacre, the Townsend Acts, the Sons of Liberty, Thomas Paine and the ideas expressed in *Common Sense*) that led up the war and create a timeline card that summarizes the event and tell why it is important. The students start by utilizing the index in their textbook to locate information about their assigned topic, then they read and take notes from the textbook on a graphic organizer. Ms. Cheek has created a research center with a number of informational books at a variety of reading levels and several computers with quality, kid-friendly websites bookmarked. The students are instructed to use a minimum of two informational sources and to synthesize these sources to create a summary. The students revise and edit their summaries before creating a large timeline card with the date and an illustration.

Once the timeline cards are completed, they are placed on a large timeline in the front of the classroom. Students present their card, telling about their event and why it was important, while the other students take notes to create a smaller, foldable timeline for their research notebook. Students are encouraged to complete their individual timelines when they have time over the next few days. After Ms. Cheek and the students discuss their preliminary ideas in

relation to their unit questions, she tells the students that they are going to continue their investigation by digging a bit deeper into some of the events, ideas, and people on their timeline.

Over the next few weeks, Ms. Cheek guides the students as they study these events, ideas, and people in more detail by analyzing primary sources, secondary sources, and read children's books including informational books and historical fiction. The students participate in a simulation, taking on the character and perspective that reflect different points of views and different social classes including loyalist and patriot, gentry, middling sort, and slaves. The students then participate in a debate about whether to revolt after researching their point of view. During these activities and smaller investigations, Ms. Cheek and students regularly return to the class timeline and their big investigative question and discuss their ideas with new evidence from their studies which they have recorded in their research notebooks.

The students culminate the unit with a performance task which requires students to write a claim-based essay. The students are asked to evaluate all of the information they have learned in their notebook and on their timeline and choose five to six events, people, or ideas that they think were the most important in convincing people to revolt and go to war. After individually choosing their events and preparing for a discussion, students get together in small groups and discuss their ideas and their evidence. Students are then given a chance to revise their ideas before using a graphic organizer to write a

draft of their essay. Students then are given time to revise and edit their essays before creating a final draft.

CA HSS Standards: 5.6

CA HSS Analysis Skills (K-5): Chronological and Spatial Thinking 1,

Historical Interpretation 1, 3

CA CCSS for ELA/Literacy: RI.5.2, RI.5.3, RI.5.6, RI.5.9, W.5.2, W.5.5,
W.5.7, W.5.9b, SL.5.1, SL.5.4

CA ELD Standards: ELD.PI.5.1, 3, 6a, 10b, 11a; ELD.PII.5.2b

537

538 **The American Revolution**

- 539 • How did the American Revolution start?
- 540 • How was the war fought differently depending on where the battles took
- 541 place and who was fighting?
- 542 • How were natives, free blacks, and slaves important in the conduct of the
- 543 war?

544 Students can begin investigating the roots of war by exploring this question:

545 **How did the American Revolution start?** As the war began with the clashes at
546 Lexington and Concord, the second Continental Congress met in 1775 to begin
547 administering and coordinating the war effort, as well to establish revolutionary
548 governments within the colonies. A veteran of the Seven Years' War, George
549 Washington commanded the Continental Army and fought key battles at Boston,
550 New York, Philadelphia, Valley Forge, and Yorktown. His task was unique in that

551 he was charged with removing the British while fighting a defensive war.
552 Students can immerse themselves in the major events in the Revolution,
553 including the battles of Bunker Hill and Saratoga and Patrick Henry's appeal to
554 his fellow legislators to support the fight. In their study of the war, students
555 consider the rebels' alliance with France, the "...single most important diplomatic
556 success of the colonists" (US Department of State). Although the French
557 shared a common enemy with the colonists, having lost to Britain in the Seven
558 Years War and their own North American territory through the Treaty of Paris of
559 1863, they were initially reluctant to support the American colonists in their fight
560 against the British. In an appeal led by Benjamin Franklin, the rebels ultimately
561 secured significant support from France, in the form of loans, arms and
562 ammunition, uniforms and other supplies, as well as military troops and naval
563 support. This support was integral in the colonists' defeat of the British at
564 Yorktown in 1781.

565 Students can expand their understanding of the development of the American
566 Revolution by considering the following question: **How was the war fought**
567 **differently depending on where the battles took place and who was**
568 **fighting?** In addition to the conventional style of warfare conducted by the
569 Continental Army, much of the fighting in the colonies was done by local militias
570 that spontaneously took up their own arms and engaged in battles with the British
571 Regulars, known as Red Coats. In this context, each side courted alliances from
572 American Indians who knew the terrain. Students can apply cost-benefit analysis
573 the to the dilemma faced by the American Indians, helping them decide whether

574 to align themselves with the Patriots or the British. Most American Indians
575 ultimately sided with the British; during the Revolution, approximately 1,500
576 Iroquois fought with British soldiers. The American Indians had the potential for
577 losing vast amounts of land if the colonists won. This fear proved to be prophetic
578 with the passage of the Northwest Ordinance of 1787 and, nearly a half century
579 later, with the “Trail of Tears,” the forceful removal and relocation of American
580 Indians from their homelands. To better understand what was at stake for various
581 members of colonial society, students might consider the investigative question:
582 **Who fought at Yorktown and why were they there?** This enables students to
583 understand the interests that other nations and foreign individuals had in the
584 outcome of the war.

585 To understand the diversity of experiences during the war, students should
586 address the following question: **How were natives, free blacks, slaves, and**
587 **women important in the conduct of the war?** Students also examine the
588 issues at stake for free blacks and slaves, as well as that group’s contributions to
589 the war. Thousands of black men fought on both sides of the war. Once again,
590 students can apply cost-benefit analysis to the decision by slaves to fight for the
591 British or the Patriots or to stay out of the war. In Virginia, the royal governor Lord
592 Dunmore promised freedom to slaves who fought for the British cause, and in the
593 closing days of the war, he upheld his promise. For many black people, in and
594 out of bondage, the Revolutionary War allowed a vision of liberty that was not
595 fully attained. Over several years following the war, the northern states abolished
596 slavery, and the Northwest Ordinance of 1787 banned slavery from the new

597 territories north of the Ohio River. The antislavery movement did not, however,
598 abolish slavery in the South, where nine out of ten American slaves lived.

599 In the spring of 1776, Abigail Adams asked John Adams to “remember the
600 Ladies,” as he and other statesmen contemplated establishing a new nation and
601 delineating the rights of citizens. To understand the role women played in the
602 Revolutionary War, students should examine the Daughters of Liberty, the
603 experiences of women who directly supported the war effort, the unique
604 challenges and opportunities slave women faced, and the changing role of
605 women. The contributions of women traveling with troops included nursing,
606 cooking, laundering, and cleaning. Teachers guide students in discussing the
607 effects of the revolutionary struggle on women by comparing women’s pre- and
608 post-war status. Students can learn about cause and effect by exploring how the
609 Revolutionary War established important roles for mothers, often called
610 Republican Motherhood, which imparted upon women an important civic duty of
611 educating and raising their children to inherit the republican form of government
612 and demonstrating their proper roles in civic life.

613 Even if people did not actively engage in battle, the Revolution forced all
614 individuals living in the colonies to endure extreme economic and personal
615 hardship. Wartime inflation and the consequent “worthlessness” of the new
nation’s currency, the Continental, are important parts of the story of the
Revolution. Laws that and laws that prohibited the hoarding of goods deprived
616 most families of materials they had been accustomed to purchasing or
617 consuming. To gain a fuller understanding of the era and how the war was

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620 experienced on the ground, students can examine the contributions of Abigail
621 Adams, Deborah Sampson, Mercy Otis Warren, Nathan Hale, Phillis Wheatley,
622 Mary Ludlow, and Benedict Arnold. By focusing their studies on an individual that
623 was touched by the Revolution, students can more fully explore one perspective,
624 view primary sources related to him/her, investigate change over time, and make
625 claims of historical significance about how people changed because of the war.

626 Through the principles set forth in *Common Sense* and the Declaration of
627 Independence, many Americans realized for the first time the contradiction
628 between the ideals of natural rights and representative government on the one
629 hand and slavery on the other hand. To deepen their understanding of this
630 period, students can read biographies of leaders such as George Washington,
631 Thomas Jefferson, and Benjamin Franklin; they might also read Ralph Waldo
632 Emerson's "Concord Hymn," Henry Wadsworth Longfellow's 1863 "Paul Revere's
633 Ride," and historical fiction such as Esther Forbes's *Johnny Tremain*, Patricia
634 Clapp's *I'm Deborah Sampson: A Soldier in the War of the Revolution*, James L.
635 Collier's *My Brother Sam Is Dead*, Russell Freedman's *Washington at Valley*
636 *Forge*, Rosalyn Schanzer's *George vs. George: The American Revolution as*
637 *Seen from Both Sides*, Trinka Hakes Noble's *The Scarlett Stockings Spy*, and
638 Kay Winter's *Colonial Voices: Hear Them Speak*.

639

640 **The Development and Significance of the U. S. Constitution**

641 • What were the Articles of Confederation and why ~~did it~~ ultimately fail?
642 • How did the Constitutional Convention attempt to balance the interests of

643 all of the states?

644 • What was the purpose of the preamble to the Constitution?

645 • What was The Great Compromise? And how did the Constitution get

646 ratified with the inclusion of the Bill of Rights?

647 Students can start their exploration of the new government by examining the

648 question: **What were the Articles of Confederation and why did it ultimately**

649 **fail?** The Articles of Confederation were the first attempt to create a federal

650 government for the thirteen autonomous states that had freed themselves from

651 British rule. The Articles provided a governing structure for the United States

652 during the Revolutionary War, but quickly proved to be inadequate for the needs

653 of the new nation. The Articles, which were finally ratified by all thirteen states in

654 1781, enabled the new country to fight the Revolutionary War, negotiate with

655 foreign powers, and expand to the west. However, the Articles established a

656 weak central government, one that lacked an executive branch and a national

657 judiciary. Under the Articles, Congress also couldn't regulate commerce so

658 states enacted barriers to trade with other states. Congress couldn't ~~or~~ even

659 force the individual states to contribute to the national treasury. Given the

660 absence of a strong central government and as a result, its inability to respond to

661 domestic crises, such as Shays' Rebellion in Massachusetts and enforce a

662 coherent and united foreign policy, national leaders began to call for a new

663 governmental structure.

664 By the spring of 1787, plans were underway to revise the Articles of

665 Confederation. While there was general agreement about the failure of the

666 Articles, the debate over the size and scope of the federal government remained.

667 James Madison played an influential role in planning the Constitutional

668 Convention and setting its agenda. Between May and September of 1787, fifty-

669 five delegates met in Philadelphia to draft the U. S. Constitution. Students learn

670 about the delegates to better understand the conflicts and compromises that

671 were ultimately embedded in the new Constitution. Although these delegates

672 were geographically dispersed and held different ideas about government, they

673 shared personal traits and common characteristics that set them apart from other

674 white men with the franchise. The majority, mainly born in the colonies, fought in

675 the war; forty-one served in the Continental Congress. Although some, such as

676 Benjamin Franklin, were self-taught, most were relatively well educated. Most

677 were wealthy and owned slaves. As a brief activity to survey the framers of the

678 Constitution, students can collect biographical information about each man

679 (including education, geographic area, personal wealth, slave ownership status,

680 and economic wealth).

681 Students can connect their studies of the Constitutional Convention by

682 investigating the following question: **How did the Constitutional Convention**

683 **attempt to balance the interests of all of the states?** With an understanding of

684 the framers' perspectives, students can participate in mock Constitutional

685 conventions to consider the document's major compromises. In the Great

686 Compromise, the framers divided the federal government's legislative power

687 between two houses, one which represented all states equally and another in

688 which state population accounted for state representatives. The framers also

689 agreed with the 3/5 compromise, that three-fifths of the slave population would
690 be counted in determining states' representation in the national legislature and
691 for imposing property taxes. Lastly, the Northwest Ordinance codified the
692 process for admitting new states.

**Grade Five Classroom Example: The Preamble
(Integrated ELA/Literacy and Early U.S. History)**

In Ms. Brouhard's fifth grade class, students have been studying the founding of the Republic. Students will now focus closely on the Preamble to the Constitution. Through a close reading of two drafts of the Preamble, students can further develop their ability to compare and contrast arguments and make their own and historical interpretations. In answering the lesson focus question, **What was the purpose of the Preamble?** students prepare to learn about the rights and responsibilities detailed in the Constitution and the purpose for its structure of government.

After introducing the focus question, *What was the purpose of the Preamble?* Ms. Brouhard distributes two different copies of the Preamble, one written in August of 1787, and the other, the final, approved by the Framers the following month. Students first read both versions independently, annotating any differences between the two drafts. In pairs, students next discuss any changes they noticed between the first and final draft and then speculate about the reasons for those changes.

The students then complete a guided sentence deconstruction activity, which is designed to help students see how words and phrases are combined to make meaning and convey information. Students sort the text of the draft Preamble into four categories: 1) prepositional phrases that illustrate time and relationship; 2) nouns and adjectives that show the students the subject of a sentence; 3) action words, such as verbs and adverbs, to highlight the action taking place; and 4) nouns and adjectives that show who or what is receiving the action.

Prep/Time Marker	Subject	Action	Object of Action
	We the People of the states of New Hampshire, Massachusetts, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia	do ordain, declare, and establish	the following Constitution
for the government			

of ourselves and our posterity.			
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Next they do the same sort of the final Preamble.

Prep/Time Marker	Subject	Action	Object of Action
	We, the people of the United States of America		
in order		to form	a more Perfect Union
		establish	justice
		Insure	domestic tranquility
		Promote	the general welfare
		and secure	the blessings of liberty to ourselves and our posterity
		do ordain and establish	this Constitution

for the United States of America.			
--	--	--	--

Through this close analysis and follow up structured discussion activity, Ms. Brouhard helps students understand the idea that the people of the United States created a government to protect the personal and national interests of the people for themselves and future generations.

Next, Ms. Brouhard prepares her students for writing and reinforces new learning by providing them with a structured paraphrase practice using the two Preamble drafts and their sentence deconstruction notes.

After substantial analysis of the two Preambles and practice paraphrasing their meaning, students then read turned to the focus question, **What was the purpose of the Preamble?** Ms. Brouhard first guides her students through a deconstruction of the question to make sure they all understand the task at hand, and then, using sentence frames, she will show them how to use evidence gleaned from the primary sources in order to make their own interpretations.

Source: California History-Social Science Project, University of California, Davis. This example is summarized from a full unit, and available for free

download, developed as a part of the Teaching Democracy project, a partnership between Cal Humanities (www.calhum.org) and the California History-Social Science Project (CHSSP, <http://chssp.ucdavis.edu>).

Contributors: Jennifer Brouhard, Oakland USD and Tuyen Tran, Ph.D., CHSSP.

Primary Sources:

Draft Preamble to the United States Constitution, August, 1787. Source:
Library of Congress, Rare Book and Special Collections Division, Alfred Whital Stern Collection of Lincolniana. (<http://hdl.loc.gov/loc.rbc/bdsdcc.c01a1>)

Preamble to the United States Constitution, September 17, 1787. Source:
Library of Congress, Rare Book and Special Collections Division, Continental Congress & Constitutional Convention Broadsides Collection
(<http://hdl.loc.gov/loc.rbc/bdsdcc.c0801>)

CA HSS Standards: 5.7

CA HSS Analysis Skills (K-5): Chronological and Spatial Thinking 3,
Historical Interpretation 1

CA CCSS for ELA/Literacy: RI.5.1, W.5.1a,b,d, W.5.8, L.5.6

693

694 The U. S. Constitution vested the federal government with power divided
695 among three branches, while it also preserved states' and individual rights.
696 Teachers can use the metaphor of a three-legged stool to describe the three
697 branches of government. Students learn about the significance of the

698 Constitution by investigating the following question: **What was The Great
699 Compromise? And how did the Constitution get ratified with the inclusion
700 of the Bill of Rights?** Students also study how state constitutions written after
701 the Revolution influenced the writing of the U.S. Constitution. Students identify
702 the division of power among the executive, legislative, and judicial branches, and
703 study powers enumerated to states and citizens. Students can study Article I,
704 sections 8, 9, and 10, to investigate the economics aspects of the Constitution,
705 for example, the regulation of interstate commerce, congressional power to tax,
706 and enforcement of copyright.

707 Students also address the debate over ratification and the addition of the Bill
708 of Rights by conducting a simulated congressional hearing in which students take
709 and defend positions that framers of the constitution debated. The Bill of Rights
710 was originally proposed during the Constitutional Convention, but this proposal
711 was defeated. Federalists who supported the Constitution argued that the Bill of
712 Rights was unnecessary because federal power was already limited and most
713 states already had their own bill of rights. Anti-Federalists ultimately demanded
714 the inclusion of the federal bill of rights as a requirement for ratification of the new
715 Constitution, as the ultimate protection against a much more powerful central
716 government. Students can study the Bill of Rights by working in small groups to
717 create posters focusing on each right. The posters might then be displayed
718 around the school campus. This study lays the foundation for the continued
719 examination of the Constitution in later grade levels. Learning songs that express
720 American ideals, such as “America the Beautiful” and “The Star Spangled

721 “Banner,” can guide students to understand the meaning of the American creed
722 and the spirit of the era.

723

724 **Life in the Young Republic**

725 • Who came to the United States in the first half of the nineteenth century?
726 Where did they settle? How did they change the country?
727 • How did westward migration change the country and the experience of
728 being an American?

729 In this unit students examine the daily lives of those who built the young
730 republic under the new Constitution. The following questions should frame
731 students’ studies of the era: **Who came to the United States in the first half of**
732 **the nineteenth century? Where did they tend to settle? How did they**
733 **change the country?** Between 1789 and 1850, new waves of immigrants
734 arrived from Europe, especially English, Scots-Irish, Irish, and Germans. The
735 Great Irish Famine (1840s) helped to push immigrants to come to the United
736 States during this period. Traveling by overland wagons, canals, flatboats, and
737 steamboats, these newcomers advanced into the fertile Ohio and Mississippi
738 valleys and through the Cumberland Gap to the south. Students may want to
739 listen to or sing the songs of the boatmen and pioneers and read the tall tales of
740 figures such as Mike Fink and Paul Bunyan, read Enid Meadowcroft’s *By Wagon*
741 or historical fiction such as *Dandelions* by Eve Bunting. Students also learn about
742 the Louisiana Purchase and the expeditions of Lewis and Clark, guided by
743 Sacagawea, and of John C. Fremont. The themes of exploration, emigration, and

744 immigration help students examine the significance of mobility and geography
745 during this period in American history. Stressing the roles played by
746 transportation technologies in this historical drama can make the processes and
747 people under study far more accessible to students learning about a variety of
748 cultures, communities, and environments. The introduction of the horse on the
749 Great Plains and in the Rocky Mountains may be compared with the inventions
750 of the steamboat and the railroads and how these machines influenced the
751 development and settlement of the American interior. **How did these new**
752 **methods of transportation transform people's lives? How did it reshape**
753 **their relationships with distance, time, and other communities?**
754 Interest in promoting civic virtue among citizens increased with the establishment
755 of a republic. Mothers had the important role of raising their sons to become
756 virtuous and active citizens. To ensure that women could fulfill this new role, the
757 doors of education began to open more widely to women. For example, Benjamin
758 Rush, who signed the Declaration of Independence, co-founded the Young
759 Ladies' Academy of Philadelphia in 1787, said to be the first all-female academy
760 in the United States.

761

762 **The New Nation's Westward Expansion**

763 • What did the West mean for the nation's politics, economy, social
764 organization, and identity?
765 • How did westward movement transform indigenous environments and
766 communities?

767 The American West should be presented as a borderlands region inhabited
768 by diverse and competing populations. Students should investigate the following
769 question as they proceed with their studies of the American West: **What did the**
770 **West mean for the nation's politics, economy, social organization, and**
771 **identity?** A teacher-guided analysis of John Gast's painting "American Progress"
772 (1872) can introduce students to allegory in art and the concept of Manifest
773 Destiny, despite the fact that the painting was rendered more than twenty years
774 after the initial concept and application of Manifest Destiny. In this unit, students
775 examine the movement of Natives on the Plains; some moved west while others
776 moved south and east. The flow of white migration westward began with fur
777 traders and mountain men who made the first westward forays. Many fur traders
778 and mountain men married Native American women who served as liaisons
779 between the two cultures. Westward migration continued with settlers heading for
780 Texas, Mormon families on their way to the new Zion in Utah, Midwestern
781 farmers moving to western Oregon's fertile valleys, and forty-niners bound for the
782 Mother Lode region of California. These migrants were joined by whalers, New
783 England sailors engaged in the hide and tallow trade in California, and sea
784 traders of sea otter and seal furs, who sailed their clipper ships around Cape
785 Horn and westward to the Pacific. Migrants from the United States arrived in
786 areas already inhabited and claimed by diverse populations of American Indians,
787 Mexicans, British, and small numbers of Russians and Chileans. They also
788 encountered immigrants from Asia, including China, Japan, Korea, the
789 Philippines, and India, in search of labor in gold mines and farming.

790 Folklore, photos (daguerreotypes) of pioneer families, and the journals and
791 diaries of historical actors can help bring this period to life. Reading primary
792 sources and using maps to locate overland trails, mountains, and rivers, students
793 gain insight into how natural systems (terrain, rivers, vegetation, and climate)
794 affected the travelers' experiences as they migrated across the country.
795 Identifying the natural regions in the overland trails and analyzing the effects of
796 weather, seasons, and climate, students understand the decisions settlers had to
797 make when choosing which trail to follow and when to depart on their journey.
798 They learn about how life at the end of the overland trails differed from conditions
799 in the eastern states. Students focus on the factors that led people to establish
800 settlements in particular locations, primary among them the availability of natural
801 resources. (California Environmental Principle V; EEI Curriculum Unit Nature and
802 Newcomers 5.8.4.)
803 Students might dramatize the experience of emigrants moving west to
804 Oregon by wagon train. Excerpts from children's literature helps students
805 understand the organization of expeditions, the scouting of a trail, and the
806 dangers faced by pioneers, which included raging rivers, parched deserts,
807 sandstorms and snowstorms, and lack of water or medicine. Students can write a
808 journal or create a scrapbook as though they were traveling the Oregon Trail.
809 Conversely, teachers may divide the students into distinct groups. Several
810 groups may represent emigrant wagon trains headed for Oregon and/or
811 California, while other groups of students are given the task of imagining the
812 experiences of American Indian communities who live in the regions through

813 which these migrants pass. Students can consider where the trail ran; the
814 influence of geographic terrain, rivers, vegetation, and climate; and life in the
815 territories at the end of these trails. This exercise should introduce new
816 perspectives on westward migration and reframe how students understand these
817 unfolding relationships. Students can address questions like: **How does the**
818 **increased traffic of tens of thousands of emigrants transform indigenous**

819 **environments and resources? What are the advantages and disadvantages**
820 **benefits and the costs of these migrations for indigenous communities**
821 **whose territories intersect with these trails and transportation corridors?**

822 Students study the trade between western migrants and American Indians as
823 well as the resistance of the American Indians to encroachments and as well as
824 internecine Indian conflicts, including the competing claims for control of lands
825 and the government's policy of Indian removal. High-quality informational books
826 for children such as *Trail of Tears* by Joseph Bruchac may be compared to other
827 texts and primary sources.

828 Settlement touched diverse groups of people across lines of ethnicity,
829 nationality, race, and gender. Pioneer women played varied roles in coping with
830 the rigors of daily life on the frontier. Biographies, journals, and diaries disclose
831 the strength and resourcefulness of pioneer women who helped to farm the land
832 and worked as missionaries, teachers, and entrepreneurs. The autobiographical
833 works of Laura Ingalls Wilder provide a unique perspective on these topics.

834 Some slave women gained their freedom in the West. Once established by
835 Anglo–American settlers, many western communities and territories proved to be

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836 less beholden to eastern traditions, as evidenced by the territory of Wyoming
837 granting women the right to vote in 1869, followed by Utah, Colorado, and Idaho.
838 Mexican settlers also migrated into New Mexico, Texas, and California.

839 Studying maps and geographic landmarks explains how and when California,
840 Texas, and other western lands became part of the United States. Battles for
841 independence followed Anglo–American settlement in modern-day Texas. The
842 war with Mexico (1846–1848) led to annexation of this territory by the United
843 States. These events provide important opportunities to focus on the Hispanic
844 people of California and the Southwest, on the effects of these events on their
845 lives, and on their distinctive contributions to American culture. Students should
846 come away from their fifth-grade study of US history with an understanding of
847 **how the United States emerged, expanded, and transformed geographically,**
848 **politically, and economically into a nation that touched both the Atlantic and**
849 **Pacific Oceans; they** must also be able to explain the diverse groups of people
850 that had their lives transformed due to the nation’s growth.

851